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UNIVERSITY HEIGHTS
CHESTNUT HILL, MASSACHUSETTS

Boston College Bulletin

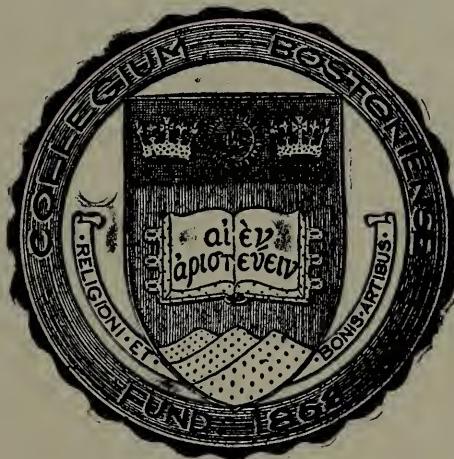
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BOSTON COLLEGE BULLETIN



COLLEGE OF ARTS AND SCIENCES
FOR THE SCHOOL SESSION
1949 - 1950

CALENDAR

SEPT. '49 – AUGUST '50

SEPT. '50 – AUGUST '51

S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
SEPTEMBER							MARCH							SEPTEMBER							MARCH						
..	..	..	..	1	2	3	..	..	..	1	2	3	4	..	..	..	..	1	2	..	..	..	..	1	2
4	5	6	7	8	9	10	5	6	7	8	9	10	11	..	..	..	..	4	5	6	7	8	9	10	11
11	12	13	14	15	16	17	12	13	14	15	16	17	18	..	..	..	..	10	11	12	13	14	15	16	17
18	19	20	21	22	23	24	19	20	21	22	23	24	25	..	..	..	..	17	18	19	20	21	22	23	24
25	26	27	28	29	30	..	26	27	28	29	30	31	..	..	..	..	24	25	26	27	28	29	30	31	
OCTOBER							APRIL							OCTOBER							APRIL						
..	..	..	..	..	..	1	..	..	..	..	..	..	1	..	..	..	..	1	2	3	4	5	6	..	
2	3	4	5	6	7	8	2	3	4	5	6	7	8	..	..	..	..	8	9	10	11	12	13	14	..
9	10	11	12	13	14	15	9	10	11	12	13	14	15	..	..	..	..	15	16	17	18	19	20	21	..
16	17	18	19	20	21	22	16	17	18	19	20	21	22	..	..	..	..	22	23	24	25	26	27	28	..
23	24	25	26	27	28	29	23	24	25	26	27	28	29	..	..	..	..	29	30	..	..	..	..	..	..
30	31	..	..	..	..	..	30	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
NOVEMBER							MAY							NOVEMBER							MAY						
..	..	1	2	3	4	5	..	1	2	3	4	5	6	..	..	..	..	..	1	2	3	4	5	..	
6	7	8	9	10	11	12	7	8	9	10	11	12	13	..	..	..	..	6	7	8	9	10	11	12	..
13	14	15	16	17	18	19	14	15	16	17	18	19	20	..	..	..	..	13	14	15	16	17	18	19	..
20	21	22	23	24	25	26	21	22	23	24	25	26	27	..	..	..	..	20	21	22	23	24	25	26	..
27	28	29	30	..	..	..	28	29	30	31	..	..	..	..	..	..	..	27	28	29	30	31	..	..	..
DECEMBER							JUNE							DECEMBER							JUNE						
..	..	..	..	1	2	3	..	..	..	1	2	3	..	..	..	..	..	..	1	2	3	4	5	..	
4	5	6	7	8	9	10	4	5	6	7	8	9	10	..	..	..	..	3	4	5	6	7	8	9	..
11	12	13	14	15	16	17	11	12	13	14	15	16	17	..	..	..	..	10	11	12	13	14	15	16	..
18	19	20	21	22	23	24	18	19	20	21	22	23	24	..	..	..	..	17	18	19	20	21	22	23	..
25	26	27	28	29	30	31	25	26	27	28	29	30	..	..	..	..	24	25	26	27	28	29	30	..	
JANUARY							JULY							JANUARY							JULY						
1	2	3	4	5	6	7	..	..	..	..	..	..	1	..	..	..	..	1	2	3	4	5	6	..	
8	9	10	11	12	13	14	2	3	4	5	6	7	8	..	..	..	..	7	8	9	10	11	12	13	..
15	16	17	18	19	20	21	9	10	11	12	13	14	15	..	..	..	..	14	15	16	17	18	19	20	..
22	23	24	25	26	27	28	16	17	18	19	20	21	22	..	..	..	..	21	22	23	24	25	26	27	..
29	30	31	..	..	..	..	23	24	25	26	27	28	29	..	..	..	..	24	25	26	27	28	29	30	..
FEBRUARY							AUGUST							FEBRUARY							AUGUST						
..	..	..	..	1	2	3	4	..	..	..	1	2	3	4	5	..	..	..	..	1	2	3	4	5	..
5	6	7	8	9	10	11	6	7	8	9	10	11	12	..	..	..	..	4	5	6	7	8	9	10	..
12	13	14	15	16	17	18	13	14	15	16	17	18	19	..	..	..	..	11	12	13	14	15	16	17	..
19	20	21	22	23	24	25	20	21	22	23	24	25	26	18	19	20	21	22	23	24	..		
26	27	28	27	28	29	30	31	25	26	27	28	29	30	31	..			

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ACADEMIC CALENDAR

1949 - 1950

Sept.	6-7	Registration for Freshmen and Sophomores.
	8-9	Registration for Juniors and Seniors.
	12	Registration for out of state students.
	12-13	Faculty Pre-College Institute.
	12-13	Orientation for Freshmen.
	14	Opening of Fall Session for all classes.
	20	Mass of the Holy Spirit.
Oct.	1	Extracurricular activities begin.
	12	Columbus Day. No classes.
	26-27-28	Retreat.
	31	Retreat Holiday.
Nov.	1	All Saints' Day. No classes.
	2	End of first quarter
	11	Armistice Day. No classes.
	24-25	Thanksgiving Holidays.
Dec.	1-2-3	Play - Room Service.
	8	Feast of the Immaculate Conception. No classes.
	16	Christmas Recess begins at the close of classes.
Jan.	3	Classes resumed.
	6	End of first semester classes.
9-20 (Incl.)		Examination period.
	23	Classes resumed.
Feb.		
	16-17-18	Play - Macbeth.
	22	Washington's Birthday. No classes.
March	15	End of third quarter.

April	5	Easter Recess begins at the close of classes.
	16	Fulton Prize Debate.
	17	Classes resumed.
	19	Patriots' Day. No classes.
	23	Marquette Prize Debate.
	28-29	Play - Seventh Heaven.
	30	Harrigan Oratorical Contest.
May	15	Final Examinations begin.
June	11	Baccalaureate Sunday.
	12	Alumni Day.
	13	Class Day.
	14	Commencement Day.

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1949 - 1950

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D.D.S., 1924, Creighton University.

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B.S., 1949, Boston College.

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A.M., 1931, University of Colorado; Ph.D., 1937, University of Fribourg, Switzerland.

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A.B., 1927, College of the Holy Cross; A.M., 1932, Boston College; Ph.L., 1933, Weston College; S.T.L., 1938, Weston College; Ph.D., 1942, Catholic University.

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Historical Statement

Boston College is one of the twenty-eight colleges and universities in the United States conducted by the Society of Jesus. The university traditions of Boston College are the product of four centuries of educational idealism and practical experience of the Society of Jesus which, since its foundation in 1534 by Ignatius Loyola, has established and conducted institutions of higher learning in all parts of the world.

Boston College owes its inception to the foresight and energy of the scholarly John McElroy, S.J., Superior of the first Jesuit community in New England. This community, still located at old Saint Mary's in Boston, was founded in 1847. In 1857, in accordance with the Society's traditional devotion to higher education, Father McElroy secured land and erected a group of collegiate buildings on Harrison Avenue in Boston, the present site of the Boston College High School. He was assisted in the undertaking by a group of civic leaders headed by the Honorable Alexander H. Rice, then Mayor of Boston, and later Governor of the Commonwealth. The formal opening of the College was delayed by the Civil War, and for a time the buildings were used as a House of Studies of the Society of Jesus.

Boston College was formally incorporated by an act of the Massachusetts Legislature approved by Governor John A. Andrew, April 1, 1863. The charter authorized the conferring of all degrees usually conferred by universities in the Commonwealth, except medical degrees. This single restriction upon its university charter was removed by legislative amendment, April 1, 1908. Formal instruction was commenced on September 5, 1864, under the presidency of John Bapst, S.J., and the deanship of Robert Fulton, S.J. In 1913, during the presidency of Thomas I. Gasson, S.J., the site of Boston College was transferred to the present extensive and beautiful campus at University Heights, Chestnut Hill, Newton. The buildings already erected there are universally acclaimed as outstanding monuments of Collegiate Gothic in the United States.

Since the transfer to University Heights, other schools have been added, by foundation or affiliation, to the original College of Arts and Sciences. The Graduate School of Arts and Sciences, and the College of Business Administration are also located at University Heights, Chestnut Hill. The College of Arts and Sciences Intown, the Law School, the School of Social Work and the School of Nursing are conveniently located in downtown Boston. The College of Liberal Arts in Lenox is situated in the heart of the Berkshires. The School of Philosophy and Science, the School of Theology, and the Seismological Observatory are in Weston, Massachusetts.

UNIVERSITY AFFILIATIONS

Institutional

Boston College is a member of or approved by the following institutions: The Association of American Colleges, The American Council of Education, The Association of American Universities, The Association of American Law Schools, The Section of Legal Education of the American Bar Association, The American Jesuit Educational Association, The National Catholic Educational Association, The American Association of Schools of Social Work, The New England Association of Colleges and Secondary Schools, and the Regents of the University of the State of New York. Further, it enjoys the special recognition of the American Chemical Society.

Faculty

The Faculty of Boston College is affiliated with The American Academy of Arts and Sciences, The American Association for the Advancement of Science, The American Political Science Association, The American Bar Association, The American Law Institute, The American Judicature Society, The American Institute of Criminal Law and Criminology, The American Jesuit Philosophical Association, The American Classical League, The American Philological Society, The Classical Association of New England, The American Historical Association, The American Catholic Historical Association, The Italian Historical Society, The American Mathematical Association, The American Physical Society, The Physics Research Academy, The American Chemical Society, Chemical Society of London, Sigma Chi, Electrochemical Society, The Seismological Society of America, The Boston Geological Society, The American Institute of Electrical Engineers, The Institute of Radio Engineers, The Society for the Promotion of Engineering in Education, The American Medical Association, The Massachusetts Medical Society, The Catholic Biblical Association of America, The American Sociological Society, The American Psychological Association, The Schoolmasters' Association of New England, The American Orthopsychiatric Society, The American Public Welfare Association, The National Conference of Social Work, The National Probation Association, The Child Welfare League of America, The National Catholic Charities Conference, The Rural Sociological Society of America, The American Association of University Professors, The American Association of Teachers of English, The American Association of Teachers of Spanish and Portuguese, The American Association of Teachers of Italian, Modern Language Association, American Association of Teachers of French, The Association of Social Workers, American College Personnel Association, National Society of Mental Hygiene, The Association of Librarians of America, The Association of American Law Libraries, The American Association of Collegiate Registrars, The Eastern Association of College Deans and Advisers of Men, American Conference

of Academic Deans. The Genetic Society of America, The American Microscopical Society, The New York Academy of Science, The National Geographical Society, The Society of American Zoologists, The American Economic Association, The Catholic Economic Association, and other learned societies.

SYSTEM OF EDUCATION

The system of education followed at Boston College is similar to that of all the colleges of the Society of Jesus. It is based upon and guided by the principles of the Ratio Studiorum, a body of rules and suggestions framed upon the experiences and the best results attained by the greatest universities of Europe at the most flourishing period of their existence.

The subjoined brief outline of the underlying principles of the system, the dominant features of its method, and the object aimed at by its teaching will give a general idea of its purpose.

Education is understood by the members of the Society of Jesus as the full and harmonious development of all those faculties that are distinctive of man. It is not, therefore, mere instruction or the communication of knowledge. In fact, the acquisition of knowledge, though it necessarily accompanies any right system of education, is a secondary result of education. Learning is an instrument of education, not its end. The end is culture, and mental and moral development.

Understanding, then, clearly the purposes of education, such instruments of education, that is, such studies, sciences or languages, are chosen as will most effectively further that end. These studies are chosen, moreover, only in proportion and in such numbers as are sufficient and required. A student who is to be educated will not be forced, in the short period of his college course and with his immature faculties, to study a multiplicity of the languages and sciences into which the vast world of modern knowledge has been scientifically divided. If two or more sciences, for instance, give similar training to some mental faculty, that one is chosen which combines the most effective training with the largest and most fundamental knowledge.

The purpose of the mental training given is not proximately to fit the student for some special employment or profession, but to give him such a general, vigorous and rounded development as will enable him to cope successfully even with the unforeseen emergencies of life. While giving the mind stay, it tends to remove the insularity of thought and want of mental elasticity which is one of the most hopeless and disheartening results of Specialism in students who have not brought to their studies the uniform mental training given by a systematic college course. The studies, therefore, are so graded and classified as

to be adapted to the mental growth of the student and the scientific unfolding of knowledge; they are so chosen and communicated that the student will gradually and harmoniously reach, as nearly as may be, that measure of culture of which he is capable.

It is fundamental in the system of the Society of Jesus that different studies have distinct and peculiar educational values. Mathematics, the Natural Sciences, Languages, and History are complementary instruments of education to which the doctrine of equivalence cannot be applied. The specific training given by one cannot be supplied by another.

Furthermore, Languages and History have always been held in esteem as leading factors in education. Mathematics and the Natural Sciences bring the student into contact with the material aspects of nature, and exercise the inductive and deductive powers of reason. Language and History effect a higher union; they are manifestations of spirit to spirit, and by their study and for their acquirement the whole mind of man is brought into widest and subtlest play. The acquisition of Language especially calls for delicacy of judgment, fineness of perception, and for a constant, keen and quick use of the reasoning powers. A special importance is attached to the classic tongues of Rome and Greece. As these are the languages with a structure and idiom remote from the language of the student, the study of them lays bare before him the laws of thought and logic and requires attention, reflection and analysis of the fundamental relations between thought and grammar. In studying them the student is led to the fundamental recess of language. They exercise him in exactness of conception in grasping the foreign thought, and in delicacy of expression in clothing that thought in the dissimilar garb of the mother-tongue. While recognizing, then, in education the necessity and importance of Mathematics and the Natural Sciences, which unfold the interdependence and laws of the world, of time and space, the Jesuit system of education has unwaveringly kept language in a position of honor as an instrument of culture.

In order that the student may perfect his study of the Sciences by a deeper insight into the fundamental causes and ultimate reality of things, the complete course of Scholastic Philosophy is given. The pursuit of this course of philosophy leads to a broadening of intellectual vision and a strengthening of moral training that are in accord with the universal principles of human knowledge and the established laws of human conduct. In this final stage of collegiate development the student is thus enabled to exercise the powers of keen analysis and self-criticism, to apply to the practical problems of life the faculties of memory and imagination which have been developed by the study of Literature and History, and the methods of accurate and logical thinking which Mathematics and the Natural Sciences impart.

Lastly, the system does not share the illusion of those who seem to imagine that education, understood as an enriching and stimulating of

the intellectual faculties, has a morally elevating influence in human life. While conceding the effects of education in energizing and refining imagination, taste, understanding and powers of observation, it has always held that knowledge and intellectual development of themselves have no moral efficacy. Religion only can purify the heart, and guide and strengthen the will.

The Jesuit system of education, then, aims at developing, side by side, the moral and intellectual faculties of the student, and at sending forth to the world men of sound judgment, of acute and rounded intellect, of upright and manly conscience. And since men are not made better citizens by the mere accumulation of knowledge, without a guiding and controlling force, the principal faculties to be developed are the moral faculties. Moreover, morality is to be taught continuously; it must be the underlying base, the vital force supporting and animating the whole organic structure of education. It must be the atmosphere the student breathes; it must suffuse with its light all that he reads, illuminating what is noble and exposing what is base, giving to the true and false their relative light and shade.

The purpose of Jesuit teaching, in a word, is to lay a solid sub-structure in the whole mind and character for any superstructure of science, professional and special, and for the building up of moral life, civil and religious.

The Jesuit system of education in seeking to attain the mental and moral development of all the faculties of man, relies chiefly on the exceptional advantages of the liberal arts courses leading to the degree of Bachelor of Arts; however, a more definite scientific training is offered through the various courses leading to the degree of Bachelor of Science.

Religious Training

In the admission of students, no discrimination is made on the ground of religious belief. Students who are not of the Catholic Faith will be exempt from attendance at religious exercises conducted by the College and at the courses of instruction in Theology. Non-Catholic students may freely choose to be present at these exercises and classes.

Nevertheless, in the light of what has been said in the preceding section, training in Theology is considered of primary importance in Education properly understood. The authorities of the College are persuaded, in common with their Religious brethren who conduct Jesuit Colleges throughout this country and in various parts of the world, that Education truly fulfills its function of developing the natural human powers and thus preparing the students for a fruitful life after leaving college only when a solid and thorough intellectual training is supplemented by equally complete training in Christian morality and Theology.

The Religious Training consists first of all in a general and all-pervading background against which are projected all the individual elements which make the College course; it is an atmosphere which surrounds and permeates the College life; it is a subtle influence born of the power of associations and example, of the persistent presentation of noble motives and high ideals, of the kindly admonition, correction, guidance, instruction and exhortation of a body of teachers who are themselves thoroughly grounded in the highest form of religious culture through a life led according to lofty principles of asceticism.

This Religious Training also takes the form of religious instruction given during class periods which form an integral element of the curriculum. The College authorities believe that religious truths form a body of doctrines which are definite and certain and which may be taught and studied with as much exactness as Language or Philosophy, and as scientifically as other branches of human knowledge. Hence, the study of Theology is required and the courses in Theology are conducted as ordinary lecture courses with class recitations, repetitions and examinations. The subject-matter of these courses is so arranged that during the four year college course, the student covers the entire cycle of Catholic dogmatic and moral teachings.

This religious instruction is supported by various religious activities and practices which may be classed as spiritual extra-curricular activities. The League of the Sacred Heart and its attendant devotions are encouraged. Sodalities of the Blessed Virgin foster that devotion to the Mother of God which is the youth's safeguard in adolescence. The Mission phase of the Sodality serves to help the struggling missions in foreign lands, and to develop in the students the spirit of charity and self-sacrifice towards others who are spiritually less favored. All students are required to make an annual Retreat, and an additional special Retreat for Seniors is conducted each year just before Commencement. The frequent use of the Sacraments of Penance and Holy Eucharist, the twin means divinely planned to safeguard and strengthen the human soul against evil, should be an important item in the moral life of a Catholic young man, and nowhere is it more earnestly advised or insisted upon than in a Jesuit College.

Student Counselor

In the College of Arts and Sciences a Father of the Faculty is appointed as Counselor of the students, and in this capacity he devotes all his time to the interests of the students. It is his duty to advise them, not only in those matters that pertain to their spiritual well-being, but in others also, proffering whatever direction may be required with regard to studies and all other intimate and personal matters. He is assisted in the performance of his duties by several other Jesuit members of the faculty.

Educational Guidance

Boston College, realizing that individual adjustment to college life and work is for most students a difficult task, offers educational assistance

and direction to her students both in the selection of the courses most valuable to them and in the mastery of the courses selected. In doing this it maintains an educational guidance office with a director of guidance in charge who acts as chairman for a group of professors assigned to this work. The office by means of interviews, tests and a study of the high school records endeavors to obtain knowledge of the interests, the scholastic background and the general and specific abilities of each student. A specific testing service is maintained for this purpose. The findings of this office are in turn handed over to the committee in charge of guidance. Each professor of this committee is allotted a definite group of students who are required to visit him at definite times during the school year with the understanding that the students may go to him freely at other times. Each counselor is supplied with data on the student's interests, aptitudes, present achievement and personality traits. Equipped with this information the counselor is able to aid the student in pursuing his college course more successfully. In addition, instruction in how to study, use the library, and do research work are given individually and by means of printed material and lectures.

Vocational Guidance

Boston College offers assistance to students and graduates in solving the problem of employment both during their college course and afterwards. The Placement Office helps them in obtaining information about the nature and requirements of various business and industrial occupations as well as educational and professional positions. It also endeavors to learn of specific opportunities for permanent employment in these fields.

While the selection of a business position and the choice of a career must be left to the individual, the Office has information which enables it to assist the applicant in making an intelligent choice. Students are advised to avail themselves of the opportunities for guidance which will be given at regular intervals.

Preparatory School

It is one of the decided advantages of the system followed in this college that the student may make his preparatory studies at Boston College High School. In addition to the moral influence thus gained, this secures a uniform and homogeneous course of teachings and training. The result of such a course of study is a continuous and normal development of the mental faculties along well-defined lines and the possession of a clear and coherent system of principles upon which any special course may afterwards safely rest.

Student Health Service

A registered nurse is in attendance to provide for medical attention in case of sickness or accident and to supervise hospitalization when it is necessary. The First Aid Room is open to students throughout every class day.

The Boston College Libraries

One of the principal factors in the intellectual life of the students at Boston College is the Library.

The Library's first service is to the faculty and student body at the College. Members of all the schools of the University also draw upon its resources, as do many students of other colleges, Catholic and non-Catholic, not only in and about Boston, but from other sections of the country.

The Library is open on class days from 9:00 A.M. until 9:00 P.M.; Saturdays from 9:00 A.M. until 5:00 P.M.; and on Sunday afternoons from 2:00 P.M. until 5:00 P.M. for visitors.

During the Summer months the Library is open from 8:30 A.M. to 5:00 P.M.; Saturdays 8:30 A.M. to 12 noon.

All exhibits are open to the public during library hours.

There are departmental libraries for Chemistry, Biology, Physics, and Mathematics in the Science Building; there is a reference library in the Tower Building for the exclusive use of Seniors and Juniors. Entry cards for these collections are filed in the public catalogue in Gargan Hall.

The fourteen study-alcoves in Gargan Hall are well supplied with standard books of reference, and here also accommodations are provided for the "Reserve Sections" of volumes recommended by Professors as collateral reading in various class subjects.

The Stack Room, covering the main sweep of the basement floor, consists of two tiers of modern steel shelving with a capacity of more than 300,000 volumes. There are at present 227,215 volumes in the Library. There are individual study stalls for the use of graduate students. The Stacks are not open to undergraduates.

The Francis Thompson Collection of manuscripts and first editions is housed in the Thompson Room at the north end of Gargan Hall.

In commemoration of the centenary of Alice Meynell's birth, 1847, a complete collection of first editions of her poems, essays, criticisms, devotional works, translations and prefaces, as well as several original manuscripts, were acquired by the library.

Another Special Collection of note is the John T. Hughes Collection of books relating to Ireland. This collection, given to Boston College in memory of the late John T. Hughes by his sons, Thomas J., of Boston, and Edward F., of Babylon, New York, comprises one of the best Irish libraries in this country.

The Seismological Observatory

The Seismological Observatory, which is situated in the township of Weston, Massachusetts, began operation in 1930. The Station equipment at present consists of a pair of 25 Kilogram Bosch-Omori Pendula, an 80 Kilogram Wiechert Astatic Horizontal Pendulum, and three components of the 100 Kilogram Benioff Seismometers equipped for galvanometric recording at periods of 0.2 second and 60 seconds. Together with these, there is the necessary laboratory apparatus of clocks, microscopes, projection apparatus, meteorological instruments and a library of current literature kindred to this branch of science.

The new Seismological Observatory Building was completed in the Spring of 1948. The new building contains 18 rooms and is designed especially for the needs of the Seismology Department. It includes the geophysical electronic research laboratory and will garage the Field Unit.

The Field Unit consists of a truck with special panel body containing a twelve channel amplifying system, recording camera dark-room, seismometers, etc. Research with this unit has been conducted to determine the depth of glacial deposits, thickness of rock strata, the velocity of sound in earth composites, etc. This research is operated mostly within Massachusetts in connection with the Commonwealth of Massachusetts Department of Public Works and the U. S. Geological Survey. However, occasional sites have been studied in other of the eastern States.

As a member of the Seismological Society of America, the American Geophysical Union, etc., the Observatory cooperates with others in determining the location of epicenters and monthly publications are sent to other Observatories throughout the world. Weston Observatory is the Central Station for the Northeastern Seismological Association to which data are sent from other Stations in northeastern United States and Canada for interpretation and compilation.

During World War II the Observatory was engaged by the Government in a study of submarine explosions, the effect of blast waves on edifices and seismic studies of meteorological phenomena. The Observatory has been credited by the Chief of the Weather Bureau in inaugurating the present Governmental study of hurricanes by seismic methods.

The College Year

The ordinary college year begins in September and ends with Commencement in June. The year is divided into two semesters of approximately eighteen weeks each.

The following is the list of the ordinary holidays which are granted during the course of the School Year:

November 1, Feast of All Saints; December 8, Feast of the Immaculate Conception; Ascension Thursday; Christmas and Easter vacations; October 12, Columbus Day; November 11, Armistice Day; Thanksgiving Day; February 22, Washington's Birthday; April 19, Patriots' Day; May 30, Memorial Day.

Special holidays may be granted at the discretion of the authorities of the College. These are usually the following: holiday in honor of the President of the College; holiday to mark the conclusion of the Students' Annual Retreat; holiday to mark the conclusion of the first semester of the school year.

The dormitories and dining halls will be closed during extended vacations.

Orientation Week

The first week of the scholastic year for Freshmen is known as "Orientation Week." During that time general lectures on curricula and extra-curricular activities are given by members of the faculty; Freshmen are assigned to their advisers for studies, whom they meet during this week. An Objective Placement test is given.

REGULATIONS Class Hours and Attendance

The daily classes and lecture periods begin at 9:20 A. M., at which time all students must be in their respective classrooms.

No student may be excused from any class unless he has the explicit permission of the Dean of the College or, in case of Freshmen or Sophomores, the permission of the Dean of Freshmen and Sophomores.

Credit for a course will not be allowed if the record of attendance shows that the student has been present at less than 90% of the number of periods assigned for that course during each semester. In case of absence for a prolonged period due to illness or some other compelling cause, the application of this regulation may be modified by the Council on Standards upon the recommendation of the Dean; but in no case will more than twenty days of absence in either semester be allowed. Attendance is voluntary in elective courses in Junior and Senior year. Laboratory work must be completed at the time designated by the instructor.

SCHOLASTIC REGULATIONS

Grades

A comprehensive examination in each course is given at the end of each semester.

Students who receive a passing grade in class work but fail the semester examination in a subject are conditioned. Conditioned students are granted re-examination unless the number of them is such that the Dean recommends the student to withdraw from college. Failure in or absence from a condition examination becomes a deficiency.

Students who fail in both class work and semester examination are deficient. Students who fail in class work and do not receive in the semester examination a passing grade sufficiently high to give a semester average of at least 60% incur a deficiency.

Semester averages are computed as follows:

for Freshmen and Sophomores, class work 45%, semester examination 55%

for Juniors and Seniors, class work 40%, semester examination 60%

There is one exception to the above regulation, i.e., Junior Philosophy. This is divided into four treatises: Logic, Epistemology, General Metaphysics and Cosmology. Grades will be computed on a treatise rather than a semester hour basis.

A deficiency may be removed only by repetition of the subject in regular course at Boston College or in another approved college, either in the regular school sessions or during the summer school sessions. Credit will not be granted for such a course unless the consent of the Dean of the College or of the Freshman-Sophomore Dean was previously obtained.

No student may register for the Fall Semester who has not removed all deficiencies by the date on which the Fall semester opens.

A student who has incurred deficiencies in courses totalling more than six (6) semester hours credit will be dropped from the College. Should he be reinstated, he must repeat in class all the subjects in which he has failed and any other subjects which, in the discretion of the Dean, should be reviewed.

Beginning with the Freshman Class of September 1948, a passing grade of sixty percent in each subject is not adequate for advanced academic standing nor for graduation. Although the passing grade in an individual subject remains sixty percent, a student must have an average of seventy percent for the previous year in order to advance to the next year.

A student, therefore, who does not obtain an average of seventy percent in a given year may be admitted to the next class on probation. This

means that at the end of the year of probation his average for the combined probationary year and the previous year must be seventy percent. If it is not, he will be asked to withdraw from the College. Only in rare cases will such a student be readmitted at the discretion of the Board of Standards.

Oral Examinations

JUNIOR: At the end of the junior year a comprehensive oral examination will be held in the various treatises of philosophy studied during the year. To be eligible for this examination it is required that a student have passed successfully the examination given at the end of each treatise.

A student who fails the comprehensive oral examination in Junior Philosophy will be allowed a condition examination. Failure to pass this condition examination will render a student deficient in Junior Philosophy.

SENIOR: At the end of the senior year a comprehensive oral examination will be held in all branches of philosophy studied during the year. To be eligible for this examination it is required that a student have passed successfully all semester examinations in Senior Philosophy.

A senior who fails a comprehensive oral examination in philosophy will be allowed a condition examination. Failure to pass this condition examination will render a student deficient in Senior Philosophy.

Absence from semester comprehensive examinations or from the treatise examinations in philosophy is recorded as such on the student's record. Absentee examinations will be given to students who were absent from comprehensive examinations. In such cases credit for the course with a grade higher than the required passing grade of 60% may be given only to those students whose absences were excused by the Dean of the College.

A fee of five dollars (\$5.00) will be charged for such absentee examinations.

EXAMINATION PROCEDURE

General Rules

All examinations conducted at Boston College are governed by the following rules:

1. With the exception of writing material, i.e., pen and pencil, and such other materials as may be required, v.g., compass and ruler, no student may bring into the examination room anything that may in any way be interpreted as a help in the examination. All rough work is to be done in the blue book.

2. Absolute silence is to be observed during the entire examination. Should anyone leave the examination room before the signal is given for the end of the examination, he should do so without in any way communicating with the other students in the room.

No one may leave his seat until he has completed his examination, when, after submitting his examination book, he is to leave the room immediately.

3. There is to be no communication, direct or indirect, either by word or gesture, among the examinees.

4. There is to be no borrowing or lending during the examination.

5. After the signal for the beginning of the examination, no questions may be asked, either of the Proctor or of any other person in the room.

6. Students coming late for an examination will be admitted to the examination room. However, no additional time will be allowed for the completion of the examination.

7. No one may be admitted late to examinations if any student who was present for the beginning of the examination has left the examination room prior to the arrival of the late comer.

Note

Violation of any one or any part of one of these regulations will be dealt with as follows:

For the first offense, loss of the examination paper and grade of zero with no right to further examination in the subject.

For the second offense, expulsion, regardless of the year during which this second offense occurs.

Attention of all students is called to the fact that the student's college record card carries a notation of expulsion and the reasons for the expulsion. Expulsion under this condition carries with it the penalty of dishonorable discharge and transcripts of record and recommendations sent out from the office will bear a similar notation.

Laboratory Work

Failure to complete the assigned laboratory reports in the various sciences renders a student ineligible for mid-year and final examinations in these branches.

Final Examinations

Seniors and Juniors must obtain from the Office of the Treasurer a card of admission to the Final Oral Examination in Philosophy. No one will be permitted to take the examination who does not present this card.

Sophomores and Freshmen must obtain from the Office of the Treasurer a card of admission to the final English examination. Without this card no one will be permitted to take this examination.

In the event that an examination is not taken at the time appointed, a delayed examination will be given at a later date. The fee for this examination is five dollars.

Class Standing and Promotion

The standing of a student in any subject is determined by the semester average. This average is obtained by adding together the marks received for class recitations and class tests and the mark received in the comprehensive semester examination, according to the plan outlined previously.

The report of each student's class standing is sent to his parents or guardian at the close of each semester.

The student's rank is determined by positions in one of five grades: A, 90-100; B, 80-89; C, 70-79; D, 60-69; E, below 60, deficient and unsatisfactory.

The student's standing for the year is determined by the Annual Average. This average is obtained by adding together the Semester Averages of the two Semesters, and dividing this sum by two. In accordance with this Annual Average, class honors and promotions are determined. Class honors are conferred on the following basis: "Summa Cum Laude," when the Annual Average is 95% or over; "Magna Cum Laude," when the Annual Average is between 90 and 94.9%; "Cum Laude," when the Annual Average is between 85 and 89.9%.

Semester Hour and Semester Hour Credit

The terms Semester Hour and Semester Hour Credit are employed in computing the amount of time which has been devoted to a subject in college, or the amount of work which has been done in a certain branch of study. In all cases where Semester Hours Credit is allowed, it is assumed that the course in question has been taken and passed successfully and that the student has received the mark which the College considers satisfactory for a passing mark. It is important, however, to observe that Semester Hours Credit, like Secondary School Units or Credits presented for admission to College, do not of themselves refer to the calibre of the courses in which credits are acquired; it is the responsibility of each college to guarantee the quality of the subject-matter studied in the various courses; Semester Hours and Semester Hours Credit regard only quantity; they merely represent the amount of time devoted to various branches and furnish a convenient method of computing the amount of work which in the judgment of the College authorities has been satisfactorily accomplished in a particular subject.

A Semester Hour represents a course which meets once a week throughout a semester. A Semester Hour Credit is the standard educational recognition given for a Semester Hour in any given subject. In ordinary lecture courses, the class period should be of at least fifty minutes duration; in cases in which the class period is conducted in the style of a conference or seminar, the period should be longer, or a greater number of them will be required to give an equivalent number of Credits; in all Laboratory work, the length of a period required to give a Semester Hour Credit is twice the length of the ordinary lecture period.

Since there is a minimum of fifteen weeks of class in each Semester, it follows that a Semester Hour Credit in any subject represents the completion of fifteen class periods in any given subject, or their equivalent in conference or seminar periods, or thirty periods of laboratory work. Repetitions in class, written examinations, quiz sessions and the like are not included in the computation of Semester Hours Credit.

Home Study

All the endeavors of the faculty will fail to insure success for the students unless they apply themselves to their studies with diligence and constancy outside of class hours. Approximately nineteen hours a week are spent in class work, and approximately two hours a day should be spent in the preparation of each individual class assignment.

Parental Cooperation

The efforts of teachers and prefects will be much facilitated if parents and guardians will cooperate with them in maintaining discipline and insisting on obedience to regulations made for the purpose. Parents are therefore asked:

1. To insist that the required amount of time be devoted to home study.
2. To notify the Dean of Men immediately in case of withdrawal of their son or of necessary detention from, or late arrival at class.
3. To give immediate attention to notification always sent by the Dean of Men in case of unexplained absence and also to any complaint registered by the Dean of Studies in regard to any considerable deficiency in class standing.

Student Activities

All activities, athletic or social or of any other nature, which may be directly or indirectly identified with the College, are subject to the explicit and definite approval of the Dean of the College.

Demerits

Problems of Discipline are regulated by a system of demerits. All demerits are imposed by the Dean of Men.

Ungentlemanly conduct: 2 demerits.

Smoking in forbidden places: 1 demerit.

Defacement of property: 3 demerits. Those who destroy or injure College property must reimburse the College according to the value of property injured or destroyed.

Deliberate neglect to attend College exercises: 3 demerits.

Cutting classes during periods which precede examination or test periods: 3 demerits.

A student who receives eight (8) demerits in any semester will be put on probation and will be debarred from participation in all extra-curricular activities.

A student who receives fifteen (15) demerits in any semester will be dropped from the College. At the end of each semester all demerits will be cancelled.

AWARDS**General Excellence**

A gold medal for general excellence in all branches studied during the entire four years in the College of Arts and Sciences is awarded each year at the annual commencement.

The William Cardinal O'Connell Theology Medal

A gold medal known as the William Cardinal O'Connell Medal, the gift of His Eminence William Cardinal O'Connell, is awarded at the annual commencement to the student who has attained the highest average in all courses of Theology studied during four years in the College of Arts and Sciences.

The Francis J. Brick Award

The Francis J. Brick Award, the gift of Mrs. Francis J. Brick in memory of her husband, an alumnus of the class of 1896, is a gold medal which is awarded to a member of each graduating class in the College of Arts and Sciences who has been outstanding in character,

loyalty, leadership and scholarship during his four years at Boston College. The winner of this medal will have his name engraved on a cup which is kept in the office of the President of the College.

The Archbishop Williams Annual Essay Prize

The Archbishop Williams Annual Essay Prize of twenty-five dollars, the gift of the John J. Williams Council Knights of Columbus, of Roslindale, is awarded at the annual commencement to the student of the graduating class who has written the best essay on the subject "Scholastic Philosophy."

The John F. Cummins Memorial Essay Prize

The John F. Cummins Memorial Essay Prize of twenty-five dollars, the gift of the John J. Williams Council Knights of Columbus, of Roslindale, is awarded at the annual commencement to the student in the graduating class of the College of Arts and Sciences who has written the best essay on the subject "Columbus and Columbianism."

The Fulton Gold Medal

The Fulton Gold Medal, the annual gift of Mrs. Vincent P. Roberts, in memory of her father, is awarded annually to the outstanding debater in the Fulton Prize Debate.

The Gargan Medal

The Gargan Medal, founded in memory of Thomas J. Gargan, is awarded annually to the outstanding debater in the Marquette Prize Debate.

The Harrigan Award

The Harrigan Award, the income on fifteen hundred dollars, founded by the will of the late Reverend John H. Harrigan, of the class of 1889, is awarded annually to the winner of the Harrigan Oratorical Contest. This contest is open to all students in the College of Arts and Sciences.

The Denis H. Tully Award

The Denis H. Tully Award, the income on two thousand dollars, founded by the will of the late Denis H. Tully, is awarded annually to a student of the College of Arts and Sciences for the best paper on a theological subject.

The Reverend Joseph M. Fitzgibbons Award

The Reverend Joseph M. Fitzgibbons Award, the gift of Reverend Joseph M. Fitzgibbons, Pastor of St. Jerome's Church, Arlington, Massachusetts is awarded to the student who in the judgment of the Faculty has profited most by his stay at Boston College.

ADMISSION**Requirements for Admission to The Freshman Class****General Statement**

The administration of the Requirements for Admission to Boston College is in the hands of the Director of the Board of Admissions. The executive details are administered by the Dean of the Freshman Class and the Registrar of the College, who will gladly furnish application blanks and all desired information to prospective candidates, parents and Secondary Schools. Application on the form supplied by Boston College must be filed with the Boston College Registrar before March 1 to receive consideration for the April Entrance Examinations. To receive consideration for admittance in September all applications must be on file with the Boston College Registrar before March 1.

All applicants for admission to Boston College must have successfully completed four (4) years of study in an approved Secondary School; the studies taken in Secondary School must include a sufficient amount of the branches of study which the College recognizes for admission; the applicants must present evidence of graduation and of honorable dismissal from the authorities of the school or college which they last attended; they must also present evidence testifying to their good moral character and their general capability to follow the courses at Boston College and live up to the standards which the College exacts of its students. Moreover, candidates must present evidence of scholastic qualifications by passing successfully the examinations for entrance to Boston College.

As the enrollment of the Freshman Class is restricted in numbers, it is impossible for the College to accept all who satisfy the Entrance Requirements. Merely to satisfy the academic requirements, therefore, does not assure an applicant of admission to the College, since the applicants who will be accepted will be those whose qualifications are the best.

Entrance Units

When subjects taken in Preparatory School or High School are offered for admission to Boston College, and when the College investigates whether the applicant has taken a sufficient amount of the required subjects to satisfy the Entrance Requirements, the amount of time which has been devoted to the various branches of study in Secondary Schools is computed on a basis of entrance units or entrance credits.

Admission requirements are uniformly announced in terms of units.

A unit represents a year's study in any subject in a secondary school, constituting approximately a quarter of a year's work.

A four-year secondary school curriculum should be regarded as representing not more than sixteen units of work.

Thus is afforded a standard of measurement for the work done in secondary schools. It takes the four-year high school course as a basis, and assumes that the length of the school year is from thirty-six to forty weeks, that a period is from forty to sixty minutes in length, and that the study is pursued for four or five periods a week; but under ordinary circumstances, a satisfactory year's work in any subject cannot be accomplished in less than one hundred and twenty sixty-minute hours, or their equivalent. Schools organized on any other than a four-year basis can, nevertheless, estimate their work in terms of this unit.

List of Secondary School Units Acceptable

For Admission to Boston College

	<i>Units</i>		<i>Units</i>
English I (Grammar and Composition)	2	Intermediate French	1
English II (Literature)	2	Elementary German	2
Ancient History	1	Intermediate German	1
American History	1	Elementary Italian	2
English History	1	Intermediate Italian	1
American History and Civil Government	1	Elementary Spanish	2
European History	1	Intermediate Spanish	1
World History	1	Elementary Algebra	1
Modern History	1	Intermediate Algebra	1
Medieval History	1	Plane Geometry	1
Civil Government	½	Solid Geometry	½
Problems of Democracy	1	Plane Trigonometry	½
Latin (Elementary)	1	Chemistry	1
Latin (Caesar)	1	Physics	1
Latin (Cicero)	1	Biology	1
Latin (Virgil)	1	Botany	1
Greek (Elementary)	1	Zoology	1
Greek (Xenophon's Anabasis)	1	Economics	1
Greek (Homer's Iliad)	1	Social Studies	1
Elementary French	2	Astronomy	1
		Elementary Science	1
		Law	1

SECONDARY SCHOOL UNITS

For Various Courses at Boston College

Bachelor of Arts

Required Fifteen (15) Entrance Units

Latin	3
Algebra	1
Plane Geometry	1
English	4
Modern Language	2
Other Approved Subjects	4
	15

Bachelor of Science in Chemistry, Physics, Biology or Mathematics*Required Fifteen (15) Entrance Units*

English	4
Algebra	1 $\frac{1}{2}$
Plane Geometry	1
Modern Language	2
Science (Chemistry, Physics or Biology)	1
Other Approved Subjects	5 $\frac{1}{2}$
	—
	15

Bachelor of Science in Education, History, Social Sciences*Required Fifteen (15) Entrance Units*

English	4
Elementary Algebra	1
Plane Geometry	1
U. S. History	1
Modern Language	2
Other Approved Subjects	6
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	15

Students lacking entrance units in Modern Language begin a language in Freshman year and continue it through Sophomore year. Candidates who cannot present entrance units in Modern Language may substitute credit in one of the subjects listed as acceptable for admission to Boston College.

Intermediate and elementary Modern Language courses are offered in French, German, Italian, Russian and Spanish. Intermediate courses presuppose at least two years of secondary school preparation in the language. Students who have had two years of preparation in a Modern Language and wish to continue the study of this language must take the Intermediate courses. It is permissible for students who have had two years of high school preparation in a Modern Language to discontinue the study of this language and to begin the study of another at Boston College. The elementary course may not be taken in any language in which the student has had two years of secondary school preparation.

N. B. German, elementary or intermediate, depending on the previous preparation, is prescribed in the B.S. courses in Chemistry and Physics.

Scholarships and Scholarship Examinations

A list of all scholarships, their values, and any restrictions which may be attached to the awarding of them will be found on pages 122-131.

Each year Boston College awards a number of scholarships by competitive examinations. These competitive scholarship examinations are

identical with the April Entrance Examinations and are awarded on the basis of excellence in these examinations. Intention of entering these competitive examinations must be indicated by the candidate on the first page of the application blank in the space provided for this purpose.

Only those certified can qualify for the Competitive Scholarship Examinations.

All scholarship candidates must fulfill all the requirements for admission to Boston College as outlined in this Bulletin.

Procedure of Candidates for Admission to Freshman Class

1. Candidate should secure a copy of the Boston College application form, which will be provided on request.

2. The candidate himself is to fill in properly and completely the information desired on pages 1 and 4 of the Boston College application form.

3. The candidate should attach the application fee to the completed application form.

4. Next the candidate is to take the application form to his secondary school principal with the request that the principal:

a) fill in the information desired on pages 2 and 3 of the application form.

b) mail the completed application form to the Boston College Registrar. (If a candidate has attended more than one secondary school, his scholastic record at each school should be sent by the respective principal or headmaster). It is important that Secondary School Records should come *directly* from the office of the principal to the Boston College Registrar. Records brought by students will not be accepted as official.

5. When the candidate's application form has been received properly completed, the candidate will be notified of his status by the Boston College Registrar.

Note—To receive consideration for the April Entrance (and Scholarship) Examinations, applications must be on file with the Boston College Registrar not later than March 1.

All applicants for admission to Boston College, in addition to satisfying the general credit requirements already mentioned, must successfully pass the Entrance Examinations conducted by Boston College.

If the record of a candidate meets with the approval of the Board of Admissions, notice will be sent to him permitting him to take the examinations. It is not necessary to take examinations in all the branches

which are studied in Secondary School and which are offered as Entrance Units; hence, notification will be sent at the same time, instructing the candidate which examinations he is to take.

Entrance Examinations are conducted by the Board of Admissions at Boston College in April.

Entrance Examinations

The Boston College Entrance (and Scholarship) Examinations consist of a series of objective tests, based on the Secondary School Curriculum and planned to measure achievement.

Admission to Advanced Standing

A candidate seeking to transfer to Boston College from another college of approved standing should apply in writing to the Registrar of Boston College. At the same time he should have forwarded to Boston College from the Registrar of the College last attended an official transcript of the subjects taken in that college. This done, he will be informed in writing of the action of the College in his regard. For the present, transfer students will be accepted only for very grave reasons.

Annual Expense Requirements

Since this Institution is not endowed, it is normally dependent for support and development on the fees paid for tuition and for the other collegiate requirements. The following rules, therefore, must be strictly observed:

The payment of Tuition, Science, Library and Registration Fees, is to be made by mail or in person, not later than the days assigned.

Bills as rendered are:

- (1) First Quarter—due on entrance in September.

Tuition: \$100.00.

Library Fee: \$15.00.

Registration Fee: for Freshmen and New Students, \$10.00.

Total: For Upper Classmen, \$115.00, plus Science Fees; for Freshmen and New Students, \$125.00, plus Science Fees.

- (2) Second Quarter—due on November 17, 1949.

Tuition: \$100.00.

- (3) Third Quarter—due at the opening of the Second Semester,
January 23, 1950.
Tuition: \$100.00 plus Second Semester Science Fees.
- (4) Fourth Quarter—due on March 16.
Tuition: \$100.00.

This arrangement does not prevent students from making payments half-yearly or yearly in advance, if they should wish to do so.

No student will be allowed to enter any class in September until his Class Card, which is issued at the Central Office on arrival, has been countersigned by the Treasurer, indicating that all financial matters have been satisfactorily adjusted.

Holders of full Scholarships are not exempt from the payment of Registration, Library and Science Fees at the time prescribed.

No refunds on Tuition or Laboratory Fees will be made after the first week of each semester.

If a student does not enter the year the Acceptance Fee is paid, this Fee is not applicable to any future year.

Students who are in arrears in payments at the end of either semester will be held out of one examination. This examination will be considered as an Absentee Test for which there is a \$5.00 charge.

Students are registered at the beginning of each semester. Tuition for the first or third quarter and all semester fees must be paid at this time.

Summary of Annual Expense Requirements

General Fees	Application Fee	\$ 5.00
	Acceptance Deposit (not refundable)	25.00
	Registration—new students (not refundable)	10.00
	Late Registration—additional	5.00
	Tuition—payable quarterly in advance	400.00
	Library—payable first quarter, with tuition (not refundable)	15.00
Special Fees	Absentee Test	5.00
	Condition Examination	5.00
	*Certificates, Marks, etc.	1.00
	Change of Course	10.00
	Change of Individual Subject	5.00
	Inorganic Chemistry—per semester	10.00
	Organic Chemistry—per semester	20.00
	Physical Chemistry—per semester	15.00
	Qualitative Analysis	15.00
	Quantitative Analysis—per semester	15.00
	Qualitative Organic Analysis	20.00
	Biochemistry	20.00
	Physics—per semester	10.00
	**Biology—per semester	20.00
	Graduation	10.00
	Special Students (per semester hour credit)	15.00
	Extra Course (per semester hour credit)	15.00
	Deficiency Course	25.00

*No transcript will be sent from the Registrar's Office during periods of Final Examinations and Registration.

**This fee applies to all Biology Courses other than Genetics.

Each student taking one or more Chemistry courses must keep a \$15.00 breakage deposit at the Treasurer's Office. Damage to equipment or waste of chemicals by any student will be charged against his deposit. The laboratory fee covers rentals of locker and apparatus, use of gas, water, electricity, chemicals and equipment, and the many incidental expenses of conducting a laboratory course.

Registration

To avoid confusion and delay caused by a misunderstanding on the part of the registrants, attention is earnestly directed to the fact that Registration and the adjustment of Tuition payments are not to be postponed to the opening day of classes. Students must register on the days assigned.

Method of Registration

On the days assigned for Registration, students should present themselves at the place designated for each class, where a set of printed cards will be issued to them. The student should not apply for a Registration Card unless he is prepared to make payment of his First or Third Quarter bill in full. These cards will indicate the assignments of the class sections for the coming year and will be stamped with the approval of the Dean's Office. All the information asked for on these cards for the College files should be filled in and the card shown to the Registrar for his approval.

The student should then present himself at the Treasurer's Office. All the cards excepting two will be kept at the Treasurer's Office. The student will present one card at the Office of the Dean of Men. The other is the student's Class Card and is shown to the Class Professors on the opening day of school.

No student will be allowed to enter class without this Class Card, stamped by the Dean's Office and countersigned by the Treasurer. Any student not present for the formal opening of classes should know that this absence will be counted among the limited number of absences which are allowed before a deficiency is incurred.

Payment of Bills

It is recommended that payments of tuition, etc., be made by check or Postal Money Order.

Checks should be made out for the proper amount of tuition and fees. All checks should be made payable to the Trustees of Boston College. Since personal checks will not be cashed, any surplus over the proper amount for tuition, fees, etc., will not be refunded.

N. B. Business with the Treasurer will be transacted only during office hours: Daily 9:00 A. M. to 4:00 P. M.

Saturdays, 9:00 A. M. to 12:00 M.

**GENERAL DESCRIPTION OF COURSES AND REQUIREMENTS
FOR DEGREES**

Applicants are instructed to consider carefully their choice of course since no changes may be made after the course has been started.

The Jesuit system of education is based frankly on the fact that genuine education demands the supervision and control of trained, experienced educators, and is not a thing to be regulated by the inexperienced student himself. Keeping in view the essential distinction between collegiate and university education, as that of a general as distinguished from a special or professional education, the studies which have been found to be the best instruments for imparting this general education are prescribed; and these form the greater part of the curriculum. It is the immediate object of education which makes this course imperative. It aims at the preliminary development of the whole man as the essence of education and its only legitimate meaning. After this is attained, specialization along particular lines may properly follow.

The College of Arts and Sciences at Boston College at the present time confers two academic degrees, Bachelor of Arts (A.B.), Bachelor of Science (B.S.). The various individual courses of study in particular branches, which are to be found listed on pages 55-63 of this Bulletin, are consequently arranged in two groups, each one leading to one of these two degrees. Within the Bachelor of Science group, there are again seven groups, since all students registering for this degree are expected to major in Biology, Chemistry, Physics, Mathematics, Education, History or Social Sciences.

The Bachelor of Arts Degree

The Courses for the Bachelor of Arts degree are divided into three separate groups:

1. A.B. Honors.
2. A.B. (Greek).
3. A.B. (Mathematics).

The Bachelor of Arts Degree with Honors

The course leading to the Bachelor of Arts degree with Honors is reserved to those students, who, in the judgment of the College authorities are endowed with more than ordinary talent and are capable of the high grade work which the course requires.

A course in Greek language and literature is required of all students in this course. A minimum of two years of college Greek will be required of all students in this course who have made preliminary studies in this language during two or three years of High School. For those who enter without these preliminary studies in Greek, an intensive college course of two years duration will be provided.

In addition to this study of Greek, students working for the Bachelor of Arts Degree with Honors must, at the time of graduation, be found to have obtained a grade of "A" (90-100%) or "B" (80-90%) in thirteen (13) major courses, and a grade of at least "C" (70-80%) in three-fifths of the remaining courses. These grades will be determined partly by class work, partly by comprehensive oral and written examinations.

Applicants who begin or continue the study of Greek, and whose scholastic records in secondary schools give assurance that they will be able to meet these requirements, will be grouped in their Freshman Year into separate classes for the more extensive and more intensive work demanded for the Honors Course. In keeping with the greater capabilities of the students in these classes, and with the higher requirements of the Honors Course, these students will be required to cover a larger amount of matter in the various branches, both in classroom work and in assignments for personal work outside of class, than is ordinarily required for the other classes, and a much higher grade of work and more thorough and intensive application to assignments will be exacted of them. Any students in these classes who, at any point of the course, fail in the satisfactory performance of their work and make it clear that they will not be able to satisfy the requirements at the time of their graduation, will be dropped from the Honors Course and assigned to other classes.

Students in the Honors Course will be expected to do original and intensive work in the branches which they select as their chosen field for special study in their Junior and Senior Years.

At the discretion of the Dean, students in the Honors Course may be exempted from regular attendance at classes, but must render an account of their work by written reports, by personal conference with their instructors, and in group discussions.

A. B. with Greek but Without Honors

Students who elect to take courses in Greek but whose scholastic records in secondary school give no assurance that they will be able to meet the requirements of the course leading to the Degree of Bachelor of Arts with Honors, will be grouped into classes separate from the students in the Honors Course. These students will be given substantially the same curriculum as that prescribed for the Honors Course; that is to say, the same branches of study will be required, but the amount of matter taken and the assignments of personal work will be lessened. For those who enter without preliminary studies in Greek, an intensive college course of two years duration will be provided. At the completion of their course, these students will receive the degree of Bachelor of Arts. The degree will be conferred without any qualifications or specifications, save the customary ones of "cum laude" (with distinction), "magna cum laude" (with high distinction), "summa cum laude" (with highest distinction). To receive the degree, it will, of course, be necessary for

the student to have completed all his courses successfully with a rank of at least 60%.

A. B. Degree with Mathematics

The courses leading to the Bachelor of Arts degree with Mathematics are identical with those in the Bachelor of Arts degree without Honors, with these exceptions: during Freshman year a course in History and in Sophomore year a course in Calculus are required in place of Greek.

Science Courses in the A. B. Curriculum

At least one course in Chemistry or Physics or Biology is required of all students in the Bachelor of Arts Curriculum. Every opportunity is given to the students to major in science. Mathematics is required of all.

Studies Preparatory to Professions which are Offered in the A. B. Curriculum

In order to prepare students in the Bachelor of Arts curriculum for entrance into professional schools after graduation from college a special program of studies is offered to meet the requirements of these institutions.

Pre-Legal Studies

Students who plan to enter Law School may elect courses in Economics, Government and History. No other courses are specified as Pre-Legal Studies, nor should too much stress be placed upon these branches to the detriment of the cultural subjects so necessary to all professions.

Pre-Medical and Pre-Dental Studies

Since certain courses, peculiar to Pre-Medical students, will be necessary in both Freshman and Sophomore years, a decision should be reached before entering the College. Occasional exceptions may be granted by which a student may enter upon Pre-Medical courses at the successful completion of his Freshman year. This arrangement is subject to the discretion of the Dean. No student may take up the Pre-Medical studies after he has once begun his Sophomore year.

The following schedule has been accepted by the American Medical Association as the minimum requirement of credits for entrance to a Class A Medical School:

English	6	Hours
Inorganic Chemistry	8	"
Organic Chemistry	4	"
Physics	8	"
Biology	8	"
Foreign Language	8	"
Credit in Subjects other than Science	12	"
Additional College Credit to Total	60	"

Some colleges have arranged a schedule whereby pre-medical credits may be obtained in two years of study. But with the number of medical aspirants growing every year, few medical schools now admit students without a college degree. It is believed that the more extensive the preliminary education, and the consequent increase in culture, the better fitted the individual will be for success in the practice of his profession. The physician deals with life and death; he is constantly engaged in difficult cases involving honor or dishonor. To conduct himself under all circumstances with the circumspection and the heroism expected in one of his calling, there is imperative need of a thorough training in cultural subjects and especially in the principles of ethics, morality and religion. For this reason Boston College recommends that the pre-medical student take a full four year liberal arts course. Boston College does not accept students who wish to take only specifically pre-medical courses.

Candidates who wish to prepare for a dental school will follow either the A. B. Pre-Medical curriculum or the B. S. Biology curriculum.

Bachelor of Science Curriculum

The degree of Bachelor of Science will be conferred on the completion of any one of seven sets of courses, which fall into two general groups.

The first group consists of three curricula which are Bachelor of Science courses in the strict sense of the term "Science," i.e. the natural or physical sciences; that is to say, these courses are made up of general studies (such as English, Philosophy, etc.) and of strictly scientific studies in Biology, Chemistry, Physics.

The second group of Bachelor of Science courses consists of four curricula which are Bachelor of Science courses in the broad sense of the term; that is to say, these courses are made up of general studies (such as English, Philosophy, etc.) and of studies in the four departments of Mathematics, Education, History, Social Sciences.

Students who register for the Bachelor of Science courses must major in one of these departments, particularly in their Junior and Senior years, chiefly by the selection of elective courses in these and related subjects. In this group, also, many studies are common to all the students; however, since certain special courses peculiar to the smaller groups are necessary in Freshman and Sophomore years, it will be necessary for an applicant, before entering the College, to have made his decision as to which of the four he chooses to follow, and to indicate this at the time of his application.

Groups of Courses

Though there are only two academic degrees for which students are registered at the College, there are really twelve groups of courses offered by the College, each leading to a particular objective: (1) A.B. with Honors; (2) A.B. with Greek; (3) A.B. with Mathematics; (4) A.B. (of any group) with Pre-Medical Studies; (5) A.B. (of any group) with Pre-Legal Studies; (6) B.S. in Biology; (7) B.S. in Chemistry; (8)

B.S. in Physics; (9) B.S. in Mathematics; (10) B.S. in Education; (11) B.S. in History; (12) B.S. in Social Sciences.

Selection of Curriculum

Students applying for admission to the college will be expected to signify not only which of the two general groups (A.B or B.S.) it is their intention to enter, but also they will find it necessary to indicate which curriculum within these two general groups they choose to follow.

Thus students registering for the Bachelor of Arts curriculum must choose whether or not they wish to take the Greek courses, and thus indicate whether or not they wish to attempt to qualify for the degree of Bachelor of Arts with Honors or for the degree of Bachelor of Arts without Honors. From the number of those who elect to take the courses in Greek, those students who in the opinion of the Board of Admissions are capable of outstanding work will be selected to form the class in the Honors Course. Since the College considers the curriculum including Greek as characteristic of its ideal in education, and looks upon the student who has successfully met the requirements of the Honors Course as the truest representative of its cultural tradition, it is expected that as many as possible will apply for enrollment in this course.

Students who are registering for the Bachelor of Arts curriculum should also choose in as many cases as possible whether or not they wish to take the pre-medical studies. Those who plan to take the pre-legal studies need not indicate this fact until Junior year.

Students who are registering for the Bachelor of Science curriculum will be required to choose whether they wish to join the scientific group, majoring in Biology, Chemistry, Physics or Mathematics or the group majoring in Education, History or Social Sciences.

In some cases, this determination of the curriculum which the applicant will enter will be automatically made by comparing the Entrance Units which the student offers with the requirements for each group. But in cases in which this comparison leaves the applicant free, he may choose any one of the curricula which suits his purpose in coming to the College. In this very important choice, the applicant is expected to study this Bulletin and to consult with the Dean of Freshmen, the Registrar of the College, or the Director of Educational Guidance, who are prepared to interpret the prescriptions of the College, and to assist the applicant in making his choice. In any case in which the applicant has no definite and special reason for choosing one of the groups, he will be expected to follow the guidance of the College authorities, who will place him properly according to their judgment of his capabilities as shown by his record, and also in the light of his own preferences as expressed and explained to them.

Prescribed Curriculum

With these exceptions, the College prescribes the details of the curriculum. Hence, once a student has registered for a particular curriculum, or

once he has joined a particular group within that curriculum, he may not at will change to another. Certain few exceptions may be possible but these are granted only after consultation with the Dean of Studies and the Heads of Departments involved. Furthermore, with the exception of the Elective courses in Junior and Senior years mentioned above, all students must follow the prescriptions **laid down by the College** in detail for each group.

Major Study in Electives

Towards the end of the Sophomore year, every candidate for an A.B. degree must select, with the advice of his Faculty Adviser, one Elective Field as a Major study or field of concentration to be followed during the last two years of his course. (The field of concentration is determined by candidates for the B.S. degree in electing their curricula upon entering Freshman year or, at the very latest, at the end of their Freshman year.) In this decision, the main factor should be, not the student's desires, but his prospective vocation in life. It will be demanded of him, therefore, that he at this time settle upon some career, at least, provisionally, and his group of Elective studies will be drawn up by the Faculty with this in view; thus, what is elective with the **student is not so much his studies, especially in details, but his vocation.**

A Major study comprises: (a) 18 semester hours of Upper Division instruction either in the same subject or in subjects so closely related as to form a well unified field of study; (b) assigned reading or investigation in the designated subject.

The main purpose of this Major study is to give unity to the Elective studies. In all cases it is plainly understood that whatever a student's Major may be, he is always obliged to follow all prescribed courses.

This arrangement of Elective studies will be so ordered that at the time of graduation, the student will be well equipped to continue with graduate studies in his chosen field.

The department of study in which the Major or field of concentration is to be chosen are:

Biology	History
Chemistry	Pre-Legal Studies
Classics	Mathematics
Economics	Philosophy
Education	Physics
English	Modern Psychology
German	Romance Languages
Government	Social Studies

BACHELOR OF ARTS
General and Pre-Medical and Pre-Dental

FRESHMAN YEAR	1st Sem.	2nd Sem.	Credits
English 1-2	3 hrs.	3 hrs.	6
English 3	1 hr.	1 hr.	0
Mathematics 1-2	3 hrs.	3 hrs.	6
Modern Language 1-2 or 11-12	3 hrs.	3 hrs.	6
Theology 1-2	2 hrs.	2 hrs.	2
Greek 1-2 or 5-6	3 hrs.	3 hrs.	6
Latin 1-2	3 hrs.	3 hrs.	6
Fine Arts 1-2	2 hrs.	2 hrs.	4
	—	—	—
	20 hrs.	20 hrs.	36
SOPHOMORE YEAR			
English 21-22	3 hrs.	3 hrs.	6
Modern Language 11-12 or 21-22	3 hrs.	3 hrs.	6
Theology 21-22	2 hrs.	2 hrs.	2
¹ Science (Chem. 11-12 or 21-22, Biology 31-32 or Physics 21-22)	2 ³ hrs., 2 lab.	3 hrs., 2 lab.	8
Latin 21-22	3 hrs.	3 hrs.	6
Greek 23-24 or 21-22	3 hrs.	3 hrs.	6
	—	—	—
	21 hrs.	21 hrs.	34
JUNIOR YEAR			
Philosophy 41-42-43-44	6 hrs.	6 hrs.	12
Theology 41-42	2 hrs.	2 hrs.	2
History 41-42	3 hrs.	3 hrs.	6
³ Electives	6 hrs.	6 hrs.	12
	—	—	—
	17 hrs.	17 hrs.	32
SENIOR YEAR			
Philosophy 101-102-103-104	4 hrs.	4 hrs.	8
Philosophy 105-106	4 hrs.	4 hrs.	8
Theology 101-102	2 hrs.	2 hrs.	2
⁴ Electives	6 hrs.	6 hrs.	12
	—	—	—
	16 hrs.	16 hrs.	30

¹Pre-Medical Chemistry (Chem. 11-12) must be taken by Pre-Medical and Pre-Dental students. Others may elect either Non-Pre-Medical Chemistry (Chem. 21-22) or Biology 31-32 or Physics 21-22.

²Lecture hours and laboratory hours will vary according to the science selected. Hours listed are for Chem. 11-12 and Chem. 21-22.

³General Biology, Organic Chemistry and General Physics must be taken by Pre-Medical students.

⁴Embryology, Histology, Quantitative Chemistry and Biochemistry must be taken by Pre-Medical students.

BACHELOR OF ARTS
Mathematics and Pre-Medical and Pre-Dental

FRESHMAN YEAR	1st Sem.	2nd Sem.	Credits
English 1-2	3 hrs.	3 hrs.	6
English 3	1 hr.	1 hr.	0
Mathematics 1-2	3 hrs.	3 hrs.	6
Modern Language 1-2 or 11-12	3 hrs.	3 hrs.	6
Theology 1-2	2 hrs.	2 hrs.	2
History 1-2	3 hrs.	3 hrs.	6
Latin 1-2	3 hrs.	3 hrs.	6
Fine Arts 1-2	2 hrs.	2 hrs.	4
	—	—	—
	20 hrs.	20 hrs.	36
SOPHOMORE YEAR			
English 21-22	3 hrs.	3 hrs.	6
Modern Language 11-12 or 21-22	3 hrs.	3 hrs.	6
Theology 21-22	2 hrs.	2 hrs.	2
¹ Science (Chem. 11-12 or 21-22, Biology 31-32 or Physics 21-22)	23 hrs., 2 lab.	3 hrs., 2 lab.	8
Latin 21-22	3 hrs.	3 hrs.	6
Mathematics 31-32	3 hrs.	3 hrs.	6
	—	—	—
	21 hrs.	21 hrs.	34
JUNIOR YEAR			
Philosophy 41-42-43-44	6 hrs.	6 hrs.	12
Theology 41-42	2 hrs.	2 hrs.	2
History 21-22	3 hrs.	3 hrs.	6
³ Electives	6 hrs.	6 hrs.	12
	—	—	—
	17 hrs.	17 hrs.	32
SENIOR YEAR			
Philosophy 101-102-103-104	4 hrs.	4 hrs.	8
Philosophy 105-106	4 hrs.	4 hrs.	8
Theology 101-102	2 hrs.	2 hrs.	2
⁴ Electives	6 hrs.	6 hrs.	12
	—	—	—
	16 hrs.	16 hrs.	30

¹Pre-Medical Chemistry (Chem. 11-12) must be taken by Pre-Medical and Pre-Dental students. Others may elect either Non-Pre-Medical Chemistry (Chem. 21-22) or Biology 31-32 or Physics 21-22.

²Lecture hours and laboratory hours will vary according to the science selected. Hours listed are for Chem. 11-12 and Chem. 21-22.

³General Biology, Organic Chemistry and General Physics must be taken by Pre-Medical Students.

⁴Embryology, Histology, Quantitative Chemistry and Biochemistry must be taken by Pre-Medical Students.

BACHELOR OF SCIENCE IN MATHEMATICS**FRESHMAN YEAR**

	<i>1st Sem.</i>	<i>2nd Sem.</i>	<i>Credits</i>
English 1-2	3 hrs.	3 hrs.	6
English 3	1 hr.	1 hr.	0
Mathematics 3-4	3 hrs.	3 hrs.	6
French or German 1-2 or 11-12	3 hrs.	3 hrs.	6
Theology 1-2	2 hrs.	2 hrs.	2
History 1-2	3 hrs.	3 hrs.	6
Physics 1-2	3 hrs., 1 lab.	3 hrs., 1 lab.	8
	—	—	—
	20 hrs.	20 hrs.	34

SOPHOMORE YEAR

English 21-22	3 hrs.	3 hrs.	6
French or German 11-12 or 21-22	3 hrs.	3 hrs.	6
Theology 21-22	2 hrs.	2 hrs.	2
Chemistry 11-12	3 hrs., 2 lab.	3 hrs., 2 lab.	8
History 21-22	3 hrs.	3 hrs.	6
Mathematics 31-32	3 hrs.	3 hrs.	6
	—	—	—
	21 hrs.	21 hrs.	34

JUNIOR YEAR

Philosophy 41-42-43-44	6 hrs.	6 hrs.	12
Theology 41-42	2 hrs.	2 hrs.	2
Mathematics Electives	6 hrs.	6 hrs.	12
Mathematics Elective or Allied Field	3 hrs.	3 hrs.	6
	—	—	—
	17 hrs.	17 hrs.	32

SENIOR YEAR

Philosophy 101-102-103-104	4 hrs.	4 hrs.	8
Philosophy 105-106	4 hrs.	4 hrs.	8
Theology 101-102	2 hrs.	2 hrs.	2
Mathematics Elective	3 hrs.	3 hrs.	6
Mathematics Elective or Allied Field	3 hrs.	3 hrs.	6
	—	—	—
	16 hrs.	16 hrs.	30

BACHELOR OF SCIENCE IN BIOLOGY**FRESHMAN YEAR**

	<i>1st Sem.</i>	<i>2nd Sem.</i>	<i>Credits</i>
English 1-2 -----	3 hrs.	3 hrs.	6
English 3 -----	1 hr.	1 hr.	0
Mathematics 1-2 -----	3 hrs.	3 hrs.	6
French or German 1-2 or 11-12 -----	3 hrs.	3 hrs.	6
Theology 1-2 -----	2 hrs.	2 hrs.	2
Physics 1-2 -----	3 hrs., 1 lab.	3 hrs., 1 lab.	8
Chemistry 11-12 -----	3 hrs., 2 lab.	3 hrs., 2 lab.	8
	—	—	—
	24 hrs.	24 hrs.	36

SOPHOMORE YEAR

English 21-22 -----	3 hrs.	3 hrs.	6
French or German 11-12 or 21-22 -----	3 hrs.	3 hrs.	6
Theology 21-22 -----	2 hrs.	2 hrs.	2
Chemistry 25-26 -----	2 hrs., 2 lab.	2 hrs., 2 lab.	8
Biology 31-32 -----	2 hrs., 2 lab.	2 hrs., 2 lab.	8
	—	—	—
	20 hrs.	20 hrs.	30

JUNIOR YEAR

Philosophy 41-42-43-44 -----	6 hrs.	6 hrs.	12
Biology 151-152 -----	2 hrs., 2 lab.	2 hrs., 2 lab.	8
Chemistry 51-52 -----	3 hrs., 2 lab.	3 hrs., 2 lab.	8
Theology 41-42 -----	2 hrs.	2 hrs.	2
History 41-42 -----	3 hrs.	3 hrs.	6
	—	—	—
	24 hrs.	24 hrs.	36

SENIOR YEAR

Philosophy 101-102-103-104 -----	4 hrs.	4 hrs.	8
Philosophy 105-106 -----	4 hrs.	4 hrs.	8
Biology 101-102 -----	2 hrs., 2 lab.	2 hrs., 2 lab.	8
Biology 103 -----	2 hrs., 2 lab.		4
Chemistry 142 -----		2 hrs., 2 lab.	4
Theology 101-102 -----	2 hrs.	2 hrs.	2
	—	—	—
	22 hrs.	22 hrs.	34

BACHELOR OF SCIENCE IN CHEMISTRY

FRESHMAN YEAR	1st Sem.	2nd Sem.	Credits
English 1-2	3 hrs.	3 hrs.	6
English 3	1 hr.	1 hr.	0
Mathematics 1-2	3 hrs.	3 hrs.	6
German 1-2 or 11-12	3 hrs.	3 hrs.	6
Theology 1-2	2 hrs.	2 hrs.	2
Physics 1-2	3 hrs., 1 lab.	3 hrs., 1 lab.	8
Chemistry 11-12	3 hrs., 2 lab.	3 hrs., 2 lab.	8
	—	—	—
	24 hrs.	24 hrs.	36

SOPHOMORE YEAR

English 21-22	3 hrs.	3 hrs.	6
German 11-12 or 21-22	3 hrs.	3 hrs.	6
Theology 21-22	2 hrs.	2 hrs.	2
Chemistry 27-28	2 hrs., 3 lab.	2 hrs., 3 lab.	8
Biology 31-32	2 hrs., 2 lab.	2 hrs., 2 lab.	8
Mathematics 31-32	3 hrs.	3 hrs.	6
Chemical Mathematics 23-24	1 hr.	1 hr.	2
	—	—	—
	26 hrs.	26 hrs.	38

JUNIOR YEAR

Philosophy 41-42-43-44	6 hrs.	6 hrs.	12
Chemistry 51-52	3 hrs., 2 lab.	3 hrs., 2 lab.	8
Chemistry 121-122	3 hrs., 3 hrs. lab.	3 hrs., 3 hrs. lab.	8
Theology 41-42	2 hrs.	2 hrs.	2
History 41-42	3 hrs.	3 hrs.	6
	—	—	—
	24 hrs.	24 hrs.	36

SENIOR YEAR

Philosophy 101-102-103-104	4 hrs.	4 hrs.	8
Philosophy 105-106	4 hrs.	4 hrs.	8
Chemistry 161	1 hr., 2 lab.		3
Chemistry 111	2 hrs., 2 lab.		4
Chemistry 142		2 hrs., 2 lab.	4
Chemistry 152		2 hrs.	2
Theology 101-102	2 hrs.	2 hrs.	2
	—	—	—
	21 hrs.	18 hrs.	31

In Senior Year the student majoring in Chemistry is guided in the study of some special topic in Chemistry in which he shows particular interest.

BACHELOR OF SCIENCE IN PHYSICS**FRESHMAN YEAR**

	<i>1st Sem.</i>	<i>2nd Sem.</i>	<i>Credits</i>
English 1-2 -----	3 hrs.	3 hrs.	6
English 3 -----	1 hr.	1 hr.	0
Mathematics 3-4 -----	3 hrs.	3 hrs.	6
German 1-2 or 11-12 -----	3 hrs.	3 hrs.	6
Theology 1-2 -----	2 hrs.	2 hrs.	2
Physics 1-2 -----	3 hrs., 1 lab.	3 hrs., 1 lab.	8
Chemistry 11-12 -----	3 hrs., 2 lab.	3 hrs., 2 lab.	8
	—	—	—
	24 hrs.	24 hrs.	36

SOPHOMORE YEAR

English 21-22 -----	3 hrs.	3 hrs.	6
German 11-12 or 21-22 -----	3 hrs.	3 hrs.	6
Theology 21-22 -----	2 hrs.	2 hrs.	2
Physics 31-32 -----	3 hrs., 1 lab.	3 hrs., 1 lab.	8
Mathematics 31-32 -----	3 hrs.	3 hrs.	6
Physics 191-192 -----	1 hr., 1 lab.	1 hr., 1 lab.	4
	—	—	—
	19 hrs.	19 hrs.	32

JUNIOR YEAR

Philosophy 41-42-43-44 -----	6 hrs.	6 hrs.	12
Physics 111-122 -----	3 hrs., 1 lab.	3 hrs., 1 lab.	8
Mathematics 141-142 -----	3 hrs.	3 hrs.	6
Theology 41-42 -----	2 hrs.	2 hrs.	2
History 41-42 -----	3 hrs.	3 hrs.	6
	—	—	—
	19 hrs.	19 hrs.	34

SENIOR YEAR

Philosophy 101-102-103-104 -----	4 hrs.	4 hrs.	8
Philosophy 105-106 -----	4 hrs.	4 hrs.	8
Physics 151-152 -----	3 hrs., 1 lab.	3 hrs., 1 lab.	8
Physics 195 -----	2 hrs.	2 hrs.	4
Mathematics 150-151 -----	3 hrs.	3 hrs.	6
Theology 101-102 -----	2 hrs.	2 hrs.	2
	—	—	—
	20 hrs.	20 hrs.	36

BACHELOR OF SCIENCE IN EDUCATION**FRESHMAN YEAR**

	<i>1st Sem.</i>	<i>2nd Sem.</i>	<i>Credits</i>
English 1-2 -----	3 hrs.	3 hrs.	6
English 3 -----	1 hr.	1 hr.	0
Mathematics 1-2 -----	3 hrs.	3 hrs.	6
Modern Language 1-2 or 11-12 -----	3 hrs.	3 hrs.	6
Theology 1-2 -----	2 hrs.	2 hrs.	2
History 1-2 -----	3 hrs.	3 hrs.	6
English 5-6 -----	3 hrs.	3 hrs.	6
	—	—	—
	18 hrs.	18 hrs.	32

SOPHOMORE YEAR

English 21-22 -----	3 hrs.	3 hrs.	6
Modern Language 11-12 or 21-22 -----	3 hrs.	3 hrs.	6
Theology 21-22 -----	2 hrs.	2 hrs.	2
¹ Science (Chem. 21-22, Biology 31- 32 or Physics 21-22) -----	3 hrs., 2 lab.	3 hrs., 2 lab.	8
History 21-22 -----	3 hrs.	3 hrs.	6
Education 21-22 -----	3 hrs.	3 hrs.	6
	—	—	—
	21 hrs.	21 hrs.	34

JUNIOR YEAR

Philosophy 41-42-43-44 -----	6 hrs.	6 hrs.	12
Education Electives -----	6 hrs.	6 hrs.	12
Theology 41-42 -----	2 hrs.	2 hrs.	2
Elective in Allied Field -----	3 hrs.	3 hrs.	6
	—	—	—
	17 hrs.	17 hrs.	32

SENIOR YEAR

Philosophy 101-102-103-104 -----	4 hrs.	4 hrs.	8
Philosophy 105-106 -----	4 hrs.	4 hrs.	8
Education Electives -----	3 hrs.	3 hrs.	6
Theology 101-102 -----	2 hrs.	2 hrs.	2
Elective in Allied Field -----	3 hrs.	3 hrs.	6
	—	—	—
	16 hrs.	16 hrs.	30

¹Lecture hours and laboratory hours will vary according to the science selected. Hours listed are for Chem. 21-22.

BACHELOR OF SCIENCE IN HISTORY**FRESHMAN YEAR**

	<i>1st Sem.</i>	<i>2nd Sem.</i>	<i>Credits</i>
English 1-2	3 hrs.	3 hrs.	6
English 3	1 hr.	1 hr.	0
Mathematics 1-2	3 hrs.	3 hrs.	6
Modern Language 1-2 or 11-12	3 hrs.	3 hrs.	6
Theology 1-2	2 hrs.	2 hrs.	2
History 1-2	3 hrs.	3 hrs.	6
English 5-6	3 hrs.	3 hrs.	6
	—	—	—
	18 hrs.	18 hrs.	32

SOPHOMORE YEAR

English 21-22	3 hrs.	3 hrs.	6
Modern Language 11-12 or 21-22	3 hrs.	3 hrs.	6
Theology 21-22	2 hrs.	2 hrs.	2
¹ Science (Chem. 21-22, Biology 31-32 or Physics 21-22)	3 hrs., 2 lab.	3 hrs., 2 lab.	8
History 21-22	3 hrs.	3 hrs.	6
Government 31-32	3 hrs.	3 hrs.	6
	—	—	—
	21 hrs.	21 hrs.	34

JUNIOR YEAR

Philosophy 41-42-43-44	6 hrs.	6 hrs.	12
Theology 41-42	2 hrs.	2 hrs.	2
History Electives	6 hrs.	6 hrs.	12
Elective in Allied Field	3 hrs.	3 hrs.	6
	—	—	—
	17 hrs.	17 hrs.	32

SENIOR YEAR

Philosophy 101-102-103-104	4 hrs.	4 hrs.	8
Philosophy 105-106	4 hrs.	4 hrs.	8
Theology 101-102	2 hrs.	2 hrs.	2
History Elective	3 hrs.	3 hrs.	6
Elective in Allied Field	3 hrs.	3 hrs.	6
	—	—	—
	16 hrs.	16 hrs.	30

¹Lecture hours and laboratory hours will vary according to the science selected. Hours listed are for Chem. 21-22.

BACHELOR OF SCIENCE IN SOCIAL SCIENCES

NOTE: Those who do not wish to concentrate in any particular field of the Social Sciences may choose their courses, under direction, from any offered in the following fields:
Economics, Government, Modern Languages, Modern Psychology or Sociology.

FRESHMAN YEAR	1st Sem.	2nd Sem.	Credits
English 1-2	3 hrs.	3 hrs.	6
English 3	1 hr.	1 hr.	0
Mathematics 1-2	3 hrs.	3 hrs.	6
Modern Language 1-2 or 11-12	3 hrs.	3 hrs.	6
Theology 1-2	2 hrs.	2 hrs.	2
History 1-2	3 hrs.	3 hrs.	6
English 5-6	3 hrs.	3 hrs.	6
	—	—	—
	18 hrs.	18 hrs.	32
SOPHOMORE YEAR			
English 21-22	3 hrs.	3 hrs.	6
Modern Language 11-12 or 21-22	3 hrs.	3 hrs.	6
Theology 21-22	2 hrs.	2 hrs.	2
¹ Science (Biology 31-32, Chem. 21-22 or Physics 21-22)	3 hrs., 2 lab.	3 hrs., 2 lab.	8
History 21-22	3 hrs.	3 hrs.	6
Economics 1-2 or Sociology 31-32 or Government 31-32	3 hrs.	3 hrs.	6
	—	—	—
	21 hrs.	21 hrs.	34
JUNIOR YEAR			
Philosophy 41-42-43-44	6 hrs.	6 hrs.	12
Theology 41-42	2 hrs.	2 hrs.	2
Concentration	6 hrs.	6 hrs.	12
Elective in Allied Field	3 hrs.	3 hrs.	6
	—	—	—
	17 hrs.	17 hrs.	32
SENIOR YEAR			
Philosophy 101-102-103-104	4 hrs.	4 hrs.	8
Philosophy 105-106	4 hrs.	4 hrs.	8
Theology 101-102	2 hrs.	2 hrs.	2
Concentration	3 hrs.	3 hrs.	6
Elective in Allied Field	3 hrs.	3 hrs.	6
	—	—	—
	16 hrs.	16 hrs.	30

¹Lecture hours and laboratory hours will vary according to the science selected. Hours listed are for Chem. 21-22.

SPECIFIC DESCRIPTION OF COURSES

The various courses of instruction offered in the College are listed in this section of the catalogue in alphabetical order according to departments.

DEPARTMENT OF BIOLOGY

CHAIRMAN: Rev. Michael P. Walsh, S.J.

Associate Professor: Leon M. Vincent.

Assistant Professors: Francis L. Maynard, Thomas I. Ryan, Bernard J. Sullivan.

Instructors: Rev. George F. Lawlor, S.J., Bertram J. Smith.

Assistants: Santo S. Cataudella, Andrew P. Fisichelli, Stanley W. Fox, Gene P. Grillo, Robert K. Houlihan, William S. Kramer, William A. Laughlin, Paul A. McGowan, Joseph T. Mullen, John J. Petronio, Donald J. Ross, James A. Sproul, Jr., John F. Sullivan.

The biological courses are planned to enable students to obtain a knowledge of living things, their structure and function, as a part of their general education, or as a thorough preparation for the study of Medicine, Dentistry or Graduate work in the Biological Sciences. The curriculum of the Premedical Students exceeds the entrance requirements of Medical Schools, and meets the demands of the Council on Education of the American Medical Association.

Bi 31—Botany and Invertebrate Zoology

Biology and its subdivisions; protoplasm; the cell; mitosis and meiosis; vital functions; survey of the divisions of the Plant Kingdom; detailed study of representatives from the divisions including the histology of the vegetative and reproductive organs of Spermatophytes; survey of the Invertebrates; animal tissues; systems of organs; dissection of type specimens of the Invertebrates.

Two lectures and two laboratory periods per week for one semester.
Four semester hours credit.

Bi 32—Vertebrate Zoology

Classification and systematic study of representative Vertebrates; their characteristics; gross anatomy and physiology of various organs and systems.

Two lectures and two laboratory periods per week for one semester.
Four semester hours credit.

Bi 101—Embryology.

Anatomy and physiology of reproduction; gametogenesis; early stages of development of the chick and mammalian embryo.

Two lectures and two laboratory periods per week for one semester.
Four semester hours credit.

Bi 102—Histology.

Microscopic anatomy of the tissues and organs of the mammalian body.

Two lectures and two laboratory periods per week for one semester.

Four semester hours credit.

Note: Courses marked Biology 31 and 32 satisfy the requirements for Medical and Dental Schools. Hence at least these two courses must be taken by all students who wish to qualify for these schools. These courses may be taken by such students either in their Junior or in their Senior Year. However, such students who wish to enter Medical or Dental Schools are advised by the Department of Biology to follow the complete course outlined above which furnishes a better preparation for the professional schools. In this case, the students will take Biology 31 and 32 in their Junior Year, and in their Senior Year Biology 101 and 102.

Bi 103—Genetics.

The methods and principles of heredity.

Three lectures and one laboratory period per week for one semester.

Four semester hours credit.

Bi 108—Microbiology.

Study of bacteria yeasts, molds, protozoa, viruses, rickettsiae; culture and staining methods, biochemical activities, infection, immunity and serum reactions.

Two lectures and two laboratory periods per week for one semester.

Four semester hours credit.

Bi 110—Mammalian Anatomy.

The gross anatomy and physiology of the skeletal, muscular, digestive, respiratory, circulatory, urinogenital, nervous and endocrine systems of a representative mammal.

Two lectures and two laboratory periods per week for one semester.

Four semester hours credit.

Bi 111-112—Comparative Anatomy.

Comparative study of the various classes of vertebrates.

Two lectures and two laboratory periods per week for two semesters.

Eight semester hours credit.

Bi 121—Histological Technique.

Fixing, dehydration, infiltration, sectioning and staining methods of various animal tissues and organs. Assigned readings.

Two laboratory periods per week for one semester.

Two semester hours credit.

Bi 151-152—Physiology.

A study of vital functions. The physico-chemical structure of protoplasm, regulation of cell contents and activities, membrane permeability, osmosis, imbibition, etc. Tissue, organ and system functions, including muscle physiology, respiration, circulation, digestion, excretion, and secretion. Metabolism of foods and vitamins. Nervous and endocrine control.

Two lectures and two laboratory periods per week for two semesters.

Eight semester hours credit.

DEPARTMENT OF CHEMISTRY

CHAIRMAN: Rev. Albert F. McGuinn, S.J.

Professor: David C. O'Donnell.

Associate Professors: André J. deBéthune, Ralph K. Carleton, Harold H. Fagan.

Assistant Professors: Rev. Joseph L. Barrett, S.J., Rev. Thomas P. Butler, S.J., Thaddeus J. Deszcynski, Paul M. Maginnity, Timothy E. McCarthy.

Instructors: Truman S. Licht, Robert F. O'Malley.

Laboratory Supervisor: Veto J. Stasunas.

Assistants: Edward D. Black, William G. Burbine, Henry T. Burke, Sahag R. Dakesian, William S. Darr, Robert E. Donadio, Dennis J. Downing, Francis G. Falvey, Thomas J. Gair, Camille A. Gaulin, Philip A. Horrigan, Donald G. Hummel, Vincent A. Isaacs, Richard J. Millard, Edward B. Murphy, William J. Pyne, John J. Sullivan, Louis J. Visco, John A. Welchlin, Archie C. Zarkadas.

Students who elect Chemistry as their Major must follow a prescribed curriculum which is planned to train the student for a professional career as a chemist. The following sequence of courses, found in summary on page 59, fulfills the recommended standards for such training. It is important to observe that a student may not take the advanced courses until he has fulfilled the prerequisites specified in the course descriptions which follow. Only the courses marked (Chemistry Majors) are prescribed for those majoring in Chemistry.

Ch. 11-12—Inorganic Chemistry. (Chemistry Majors).

A survey of the field of Inorganic Chemistry, comprising a systematic study of the elements, their important compounds, and the laws and theories explaining chemical phenomena. Special emphasis is placed on the relationship indicated by the periodic system, the electromotive series, and the electronic concept of matter. For those students, who are majoring in Chemistry, the second semester is devoted largely to Qualitative Analysis as described in Chem. 26.

Two lectures, one recitation period and two laboratory periods per week for two semesters.

Eight semester hours credit.

Ch. 21-22—General Chemistry (Science Requirement).

(This course may not be substituted for Ch. 11-12 as a prerequisite for further chemistry courses).

A survey of the fundamental principles of chemistry and their practical applications. In the first semester particular stress is placed on the method and reasoning of chemistry as a branch of technology and the application of theoretical principles to practical problems is emphasized in the second semester.

Two lectures, one recitation period and two laboratory periods per week for two semesters.

Eight semester hours credit.

Ch. 23-24—Chemical Mathematics. (Chemistry Majors).

Application of algebra, analytic geometry and calculus to the problems of Analytical and Physical Chemistry.

One lecture per week for two semesters.

Two semester hours credit.

Ch. 25—Quantitative Analysis.

The theory, methods, and technique of volumetric procedures in quantitative analysis.

Two lectures and two laboratory periods per week for one semester.

Four semester hours credit.

Ch. 26—Qualitative Analysis. (Semi-Micro).

For those not majoring in Chemistry. A detailed treatment of ionic relationships and chemical equilibrium, as applied to solutions of electrolytes. Ordinary methods of separating and identifying the more common metallic and non-metallic ions in solution, in lecture and laboratory; each student analyzes several unknowns. The modern semi-micro technique is employed in the laboratory work.

Two lectures and two laboratory periods per week for one semester.

Four semester hours credit.

Ch. 27-28—Quantitative Analysis. (Chemistry Majors).

The essential principles and standard methods of Quantitative Analysis; the quantitative chemical relations involved in analysis illustrated by problem work; laboratory work aims at the acquisition of proper techniques for precise analytical work, and mastery of typical analytical methods.

Two lectures and three laboratory periods per week for two semesters.

Eight semester hours credit.

Ch. 51-52—Organic Chemistry. (Chemistry Majors).

The compounds of carbon and the generalized methods of synthesis accepted by the more recent texts. Particular stress is placed upon the significance of structural formulae, the classification of properties, and group reactions. The laboratory work involves the preparation of substances by the more common methods of synthesis, a study of type reactions and of class properties.

Three lectures and two laboratory periods per week for two semesters.

Eight semester hours credit.

Ch. 63—Quantitative Analysis (Pre-Medical).

Fundamental chemical laws, the main points of the theory of solutions of electrolytes as applied to volumetric analysis, with emphasis on the calculations involved in analytical work. In the laboratory, typical volumetric procedures are studied and the fundamental points of analytical technique are stressed.

Two lectures and two laboratory periods per week for one semester.
Four semester hours credit.

Ch. 111—Physical Chemical Analysis. (Chemistry Majors).

A course utilizing instrumental methods of analysis, covering the principles of pH measurements, electrotitrations, polarography, spectrophotometry, and other optical methods that are currently applied to chemical analysis.

Two lectures and four hours laboratory per week for one semester.
Four semester hours credit.

Prerequisite: Chem. 11-12, 27-28, 121-122.

Ch. 121-122—Physical Chemistry. (Chemistry Majors).

A study of the fundamental principles involved in chemical phenomena, and of the various factors which modify chemical and physical change. Problem work exemplifying these principles from a quantitative viewpoint is an important feature of the course. The laboratory experiments are selected to illustrate the principles studied.

Three lectures and three hours laboratory per week for two semesters.

Eight semester hours credit.

Prerequisite: Chem. 27-28; Math. 31-32; Physics 1-2.

Ch. 142—Biochemistry. (Chemistry Majors).

An introductory course in biochemistry. It includes a detailed study of proteins, carbohydrates, and fats, the normal metabolism of these substances, and the composition and function of the body fluids. The laboratory work includes a study of certain biologically important substances, and examination of milk, blood, and urine according to modern methods of analysis.

Two lectures and two laboratory periods per week for one semester.
Four semester hours credit.

Prerequisite: Chem. 51-52; Chem. 27-28, 63 or 25.

Ch. 152—Organic Chemistry of High Polymers. (Chemistry Majors).

A study of substances of high molecular weight, their structure, theory and methods of formation, physical properties and applications.

Two lectures per week for one semester.

Two semester hours credit.

Prerequisite: Chem. 51-52, 121-122.

Ch. 161—Qualitative Organic Analysis. (Chemistry Majors).

Primarily a laboratory course for advanced students, dealing with systematic methods for the identification of organic compounds. The student analyzes a number of simple and mixed organic compounds.

One lecture and two laboratory periods per week for one semester.

Three semester hours credit.

Prerequisite: Chem. 51-52

DEPARTMENT OF CLASSICS

CHAIRMAN: Rev. Leo P. McCauley, S.J.

Professors: Joseph P. Maguire, Rev. Oswald A. Reinhalter, S.J.

Associate Professors: Eugene J. Feeley, Augustine L. Keefe, John F. Norton, Rev. Vincent deP. O'Brien, S.J., Rev. John J. Sampey, S.J.

Assistant Professor: Malcolm McLoud.

Instructors: Edward J. Gruskowski, Rev. Paul S. McNulty, S.J., Richard L. Moran, Rev. Carl J. Thayer, S.J.

Assistant: John T. Moore.

DEPARTMENT OF CLASSICS**GREEK****Gk. 1-2—Elementary Greek.**

For students who are beginning the study of Greek in college. Greek grammar and suitable reading exercises. Vocabulary drill and composition work.

Three periods per week for two semesters.

Six semester hours credit.

Gk. 5—Advanced Freshman Greek I.

Demosthenes' *First Olynthiac* and Plato's *Crito*. Translation, with emphasis on precision of word and copiousness of phrase. Study of each work as literature and as exemplification of different prose style. Outside assignments in the life and political activities of Demosthenes, the life and teachings of Plato, the trial and death of Socrates. Sight translation.

Three periods per week for one semester.

Three semester hours credit.

Gk. 6—Advanced Freshman Greek II.

Continues aim and purpose of Greek 5. Selections from Homer's *Odyssey* or *Iliad* for translation. Appreciation of Homer as an epic poet. Homeric style; Homeric dialect; Homeric question. Translation and dramatic analysis of Euripides' *Hecuba* or *Alcestes*. Characteristics of Greek tragedy. The Greek stage. Outside assignments: reading of the entire *Odyssey* or *Iliad* in translation; study of another play of Euripides in translation; the life and works of Euripides. Sight translation.

Three periods per week for one semester.

Three semester hours credit.

Gk. 21—Greek Drama.

A study of the historical evolution of the tragic drama of the Greeks from its origin in religious festivals through the various modifications introduced by successive dramatists. Translation and detailed analysis of *Oedipus Tyrannus*. Outside assignments in the *Antigone* and *Oedipus at Colonus*, or in other plays of Sophocles in translation. Sight translation.

Three periods per week for one semester.

Three semester hours credit.

Gk. 22—Greek Oratory.

A study of the *De Corona* of Demosthenes, as exemplifying the principles of rhetorical composition explained in English 21 and 22. Study of Demosthenes as a statesman and orator. Comparative study of Aeschines' *Against Ctesiphon* for outside assignments. Sight translation.

Three periods per week for one semester.

Three semester hours credit.

Gk. 23—Intermediate Greek I.

Continues and finishes the work of Greek 1 and 2; followed by an exact translation of Demosthenes' *First Olynthiac*; with selections from the *Second* and *Third Olynthiac*. Rhetorical analysis of the *First Olynthiac*. Outside assignments in the life, political activities and statesmanship of Demosthenes.

Three periods per week for one semester.

Three semester hours credit.

Gk. 24—Intermediate Greek II.

Translation of selections from the *Iliad* or *Odyssey* in class, with a reading of either epic in its entirety, in translation, outside of class. Study of Homer as an epic poet. The Homeric dialect. Translation and dramatic analysis of Euripides' *Hecuba* or *Alcestes* in class. Outside assignment in the origin and development of Greek drama.

Three periods per week for one semester.

Three semester hours credit.

Gk. 105-106—Greek Literary Criticism.

A general study of the history of Greek critical thought, with special reference to Aristotle's *Poetics* and *Rhetoric*, Demetrius' *On Style*, Dionysius' *On Literary Composition* and Longinus' *On the Sublime*. Later development at Rome. Modern interpretation.

Three periods per week for two semesters.

Six semester hours credit.

Gk. 141-142—Homer's Odyssey.

The translation of Homer's *Odyssey* together with a study of the historical background of the Homeric poems, their language and versification.

Three periods per week for two semesters.

Six semester hours credit.

Gk. 145-146—Greek Literature in English Translations.

Reading and study, in good English translations, of selections from the *Iliad* and *Odyssey*; Herodotus and Thucydides; representative dramas of Aeschylus, Sophocles, Euripides and Aristophanes; the *Phaedo*, *Symposium*, *Phaedrus* and parts of the *Republic* of Plato; selections from the *Ethics* and *Politics* of Aristotle.

Three periods a week for two semesters.

Six semester hours credit.

Gk. 151—Greek Comedy.

The plays of Aristophanes. The spirit of Greek Comedy, its significance and influence on Greek life will be studied.

Three periods per week for one semester.

Three semester hours credit.

Gk. 161-162—Greek Political Theory I.

A study of Greek thought on government and education as expressed in the *Republic*, *Statesman*, and *Laws* of Plato.

Three periods per week for two semesters.

Six semester hours credit.

Gk. 163-164—Greek Political Theory II.

Study of Greek thought on government and education as expressed in the *Ethics* and *Politics* of Aristotle, and the *Antidosis* and *Nicocles* of Isocrates.

Three periods a week for two semesters.

Six semester hours credit.

Gk. 171—Greek Lyric Poetry.

A survey of Greek lyric poetry with selected readings from Callinus to Christian times.

Three periods per week for one semester.

Three semester hours credit.

Gk. 191—Greek Prose Composition.

Practice in the distinction of Greek prose styles and in the writing of original compositions in Greek.

One period per week for two semesters.

Two semester hours credit.

Gk. 199—Readings for Prerequisites.

Assignments in the reading of authors and related literature to be done under direction by candidates who are deficient in prerequisite credits. Papers and examinations are required. The number of credits will depend on the judgment of the director.

LATIN**Lt. 1—Cicero; Livy; Horace.**

Cicero's *Pro Archia*, selections from Livy's *Libri ab Urbe Condita*, Horace's *Ars Poetica*. Translation, with emphasis on precision of word and copiousness of phrase. Study of each work as literature, and as exemplification of a different form of literature—oratorical prose, narrative prose and verse. Literary style of each. Discussion of Cicero's humanism; Livy's rank as an historian; value of Horace's precepts. Outside reading assignments in the life, work and times of each author. Sight translation.

Three periods per week for one semester.

Three semester hours credit.

Lt. 2—Vergil; Catullus; Horace.

Translations of selections from Vergil's *Aeneid* in class, with a reading of the entire *Aeneid*, in translation, out of class. Vergil's style. Criticism of the *Aeneid* as an Epic. Comparison of Homer and Vergil as epic poets. Lyrical characteristics of Catullus and Horace. Translation and lyrical analysis of the shorter poems of Catullus and selected odes of Horace. Important meters of both poets. Outside assignments in the life, work and times of Catullus. Sight translation.

Three periods per week for one semester.

Three semester hours credit.

Lt. 21—Horace; Juvenal; Cicero.

Translations and literary analysis of selected *Satires* and *Epistles* of Horace, and selected *Satires* of Juvenal. Origin and development of the Latin Satire; its influence on English Satirists; the distinctive traits of the authors themselves; their relative merits as exponents of Latin Poetry in the Golden and Silver Ages of Latin Literature.

The second part of this course is given over to a study of Cicero's *De Imperio Pompei*, as a specimen of oratorical composition. Application of the oratorical precepts explained in English 21. Outside assignments in Cicero's theory of oratory.

Three periods per week for one semester.

Three semester hours credit.

Lt. 22—Tacitus; Cicero.

Translation of the *Agricola* of Tacitus and selections from his *Annals*. Evaluation of the first as biography, the second as history. Tacitus as a spokesman of Roman life in the early Empire, as a stylist of Silver Latin. Outside assignments in the life, work and times of Tacitus.

In the second part of this course Cicero's *Pro Milone* is studied. Detailed oratorical analysis.

Three periods per week for one semester.

Three semester hours credit.

Lt. 101-102—Survey of Latin Literature.

A general view of Latin Literature, affording an opportunity for extensive reading and critical appreciation of representative Latin masterpieces from the earliest times to the end of the Silver Age.

Three periods per week for two semesters.

Six semester hours credit.

Lt. 122—Roman Drama.

A study of the origin and development of Roman Drama with a more detailed study of Plautus and Terence.

Three periods per week for one semester.

Three semester hours credit.

Lt. 151-152—Latin Philosophers and Philosophies of the Golden Age.

Introduction to the philosophical background of Latin Literature as well as an analysis of the influence of post-Aristotelean philosophies at Rome. Selections for discussion from the writings of Lucretius and Cicero.

Three periods per week for two semesters.

Six semester hours credit.

Lt. 171-172—The Latin Fathers.

An outline study of the Fathers. Selections from the earlier Fathers and careful study of St. Augustine's *Confessions* together with selections from *De Civitate Dei*.

Three periods per week for two semesters.

Six semester hours credit.

Lt. 181-182—Mediaeval Latin.

A survey of the development of Latin Literature of the Middle Ages. Selected readings from various authors. Discussion of the conflict of literary aims. Variations from Classical Latin standards.

Lt. 191-192—Latin Composition.

Practice in the distinction of various prose styles and original compositions in Latin.

Three periods per week for two semesters.

Six semester hours credit.

Lt. 199—Reading for Prerequisites.

Assignments in the reading of authors and related literature to be done under direction. The number of credits given will depend on the judgment of the director.

DEPARTMENT OF ECONOMICS

CHAIRMAN: Rev. W. Seavey Joyce, S.J.

Professors: Francis X. K. Balling, Tihamer I. Fabinyi.

Associate Professor: Stephen J. Petery.

Assistant Professors: John C. Doyle, Donald J. White.

Instructors: Raymond J. Aherne, William K. Condrell, Stanley J. Dmohowski, William A. Dymsza, Christopher J. Flynn, Philip F. Garity, Paul J. Ryder.

Special Lecturer: Austin P. Sullivan.

Assistants: Henry J. Brash, Anthony R. Carbone, James M. Connor, Joseph F. Harrington, Ralph W. Kelley.

Ec. 1—Principles of Economics I.

Foundations and basic concepts and terms of the Science of Economics and its relation to Ethics; factors of production; forms of the business enterprise; price formation under various market situations; functional and personal distribution of income; large scale organization; combination, monopoly and unfair competition.

Three periods per week for one semester.

Three semester hours credit.

Ec. 2—Principles of Economics II.

Trade unions, unemployment, social security; money, banking, business cycles; Government borrowing and creation of national income; public finance; agricultural and transportation problems; interregional and international trade, international economic policy.

Three periods per week for one semester.

Three semester hours credit.

Ec. 31—European Economic History.

Development of economic life in Europe, primarily from the industrial revolution to the present with special reference to particular countries.

Three periods per week for one semester.

Three semester hours credit.

Ec. 32—American Economic History.

Development of economic life in the United States; agriculture, industry, commerce and trade, public utilities, banking and other institutions.

Three periods per week for one semester.

Three semester hours credit.

Ec. 101—Economic Theory.

This course implements to an important degree the Principles of Economics course. It examines the determination of price and output under pure and monopolistic competition; the functional distribution of income; the nature, determination and fluctuations in the level of national income. Analysis of modern writers: Chamberlin, Stigler, Keynes and others.

Three periods per week for one semester. Seniors only.

Three semester hours credit.

Ec. 103—History of Economic Thought.

Study of the development of economic thought from Aristotle to Keynes, Keynes' disciples and critics; discussion of selected readings.

Three periods per week for one semester.

Three semester hours credit.

Ec. 115-116—Comparative Economic Systems.

The course will give a survey of the recent and current economic organization of society, from liberal Capitalism through Government-controlled Capitalism to State-Capitalism. The systems employed by Capitalist America, Christian Portugal, Fascist Italy, Nazi Germany and Soviet Russia will be compared, contrasted and evaluated, and possible alternatives considered.

Three periods per week for two semesters.

Six semester hours credit.

(Not offered 1949-50.)

Ec. 121—Economic Statistics.

Statistical data and techniques; collection, tabulation, charting, tools of analysis. Special reference to their economic application. Lectures, readings, problems, laboratory work.

Four periods per week for one semester. Seniors only.

Three semester hours credit.

Ec. 141—Labor Economics I.

Organization, Growth and Functions of Unionism in the United States.

Basic causes of unionism, and their historical development; characteristics of modern union organization; impact of union policies on labor market and national income; union-management cooperation; various theories on "Labor's Share." The economic implications of collective bargaining.

Three periods per week for one semester.

Three semester hours credit.

Ec. 142—Labor Economics II.

(Ec. 141—Labor Economics I a prerequisite.)

Labor and the Public Interest in the United States.

Evolution of public policy toward unionism in the United States since 1827. Wage, hour, employment legislation; Court decisions. Impact of changing social structure and legal thinking in America on "the right to organize". Current labor abuses and alternative public solutions.

Three periods per week for one semester.

Three semester hours credit.

Ec. 145—Industrial Relations.

A study of industrial relations in commerce and in industry, and an examination and appraisal of the theory, programs, and procedures of dealing with employees in organized and unorganized companies. This course will include a study of the historical background of industrial relations, an examination of employee morale, companies' objectives, policies, and programs concerning industrial relations, the employment function, opportunity within employment, and developing understanding and effective foremanship. Finally, there will be discussions concerning economic security, remuneration, collective bargaining, and union-management cooperation.

Three periods per week for one semester.

Three semester hours credit.

Ec. 148—Social Welfare.

This course is a survey of the field of social welfare, and an introduction to the profession of social work, through study in some detail of the objectives and processes of case work, group work, community organization, social work administration, social planning and personnel. The programs of modern social work under governmental and voluntary auspices will be analyzed to evaluate their effectiveness in meeting social needs.

Three periods per week for one semester.

Three semester hours credit.

Ec. 151-152—Government and Industry.

A critical analysis of the role of government in protecting, controlling, and regulating business enterprise; examination and interpretation of the Inter-State Commerce Act, Federal Communications Act, Anti-Trust Laws, Fair Trade Practices Act and other national and state legislation which has had an intimate bearing upon the economic life of business and the community. The importance of constitutional and legal concepts in the solution of governmental economic problems will be emphasized through lecture materials, adequate readings, and problem discussions.

Three periods per week for two semesters.

Six semester hours credit.

Ec. 155—Economic Mobilization for Crises.

The course analyzes the theory and methods of economic organization and administration used to adapt a country's economy to political and economic crises. Consideration is given particularly to the new fiscal systems, to the most modern methods of industrial and agricultural organization and administration, and to the distribution of goods. The course also deals with modern transportation, raw material, labor and social problems. The purpose of the course is to acquaint the student with the present economic condition of the world and to give the necessary explanation of governmental institutions and programs of world reconstruction.

Three periods per week for one semester.

Three semester hours credit.

Ec. 161—Money and Banking.

The nature, function, and determination of the value of money. Foreign exchange and theory of credit. Money, investment and employment. Modern monetary problems: Bretton Woods, exchange depreciation.

Three periods per week for one semester.

Three semester hours credit.

Ec. 162—Money and Banking.

(Economics 161 not necessarily a prerequisite.)

Purpose and function of banking. Analysis of single banks and banking systems; Central Banking, Study of Federal Reserve system compared with English, French Systems.

Three periods per week for one semester.

Three semester hours credit.

Ec. 163—Business Cycles.

Description, measurement and patterns of cyclical behavior. Analysis of various theories: real, psychological, monetary. Proposed solutions for alleviating their impact on the economy.

Three periods per week for one semester.

Three semester hours credit.

Ec. 165—Public Finance.

Fiscal administration and the budget. Public expenditures. The public debt and its management. Public revenues. Problems of taxation. Fiscal policy and full employment.

Three periods per week for one semester.

Three semester hours credit.

Ec. 171-172—International Economics: foreign trade and world finance.

Description of composition, quantity and nature of foreign trade; role of government in foreign trade and nationalistic restraints on trade; theories of international trade; balance of international payments; foreign exchange, practice and policy considerations; international capital investment; populations, and natural resources; current international economic developments.

Three periods per week for two semesters.

Six semester hours credit.

Ec. 181—The Financing and Control of Corporations I.

A study of the individual enterprise in a capitalistic economy; the nature of the corporation and the process of incorporation; the economic aspects of the corporate enterprise. Business reorganization and enterprise in the modern economy, its economic and legal aspects. Unresolved problems of corporate enterprise in the modern economy.

Three periods per week for one semester.

Three semester hours credit.

Ec. 182—The Financing and Control of Corporations II.

(Ec. 181 a prerequisite.)

A study of modern industrial organization, dealing primarily with the problems of business combination, marketing practices, and price making under quasi-monopolistic conditions. The development of public policy in the United States from common-law origins; federal anti-trust legislation and its judicial interpretation; regulation of business practice through the Federal Trade Commission. Our traditional policy of preserving competition as a means of regulating private business compared with other systems of control.

Three periods per week for one semester.

Three semester hours credit.

Ec. 185—Introduction to Accounting Principles.

Principles of bookkeeping; adjustments; preparation and analysis of working papers and statements; some aspects of system building including the voucher system.

Three periods per week for one semester.

Three semester hours credit.

Ec. 186—Advanced Accounting.

(Ec. 185—Introduction to Accounting Principles a prerequisite.)

Development of accounting techniques; special columns, books, and combinations. Comparative analysis of statements; special problems such as fire loss, depreciation, and inventory control.

Three periods per week for one semester.

Three semester hours credit.

DEPARTMENT OF EDUCATION

CHAIRMAN: Rev. Charles F. Donovan, S.J.

Assistant Professors: Francis M. Buckley, John J. Donovan, Francis X. Guindon.

Assistant: Pierre deR. Lambert.

Ed. 21—History of Education.

A survey of educational institutions, movements, and thought from ancient Hebrew, Greek, and Roman times to the present. Emphasis will be placed both upon education as a factor in cultural history and upon the educational experience of the past as an interpreter and guide for the present.

Three periods per week for one semester.

Three semester hours credit.

Ed. 22—Principles of Education.

An orientation course for prospective teachers, affording an overview of such educational areas as the school in society, the teacher and school administration, the functions and opportunities of the teacher, teaching as a profession.

Three periods per week for one semester.

Three semester hours credit.

Ed. 42—Advanced Logic.

The problem of the certitude of our cognitions is here treated. The sources and the nature of certitude and the criterion of truth are established. Study is made of the philosophy of Descartes, Kant, the Positivists and Pragmatists on the problem of cognition.

Six periods a week for one-half semester.

Three semester hours credit.

Ed. 101—Philosophy of Education.

This course considers fundamental educational problems: the nature of the learner, the agencies responsible for education, the rights of parents, Church, and state regarding education, and the philosophical aspects of curriculum and methodology.

Three periods per week for one semester.

Three semester hours credit.

Ed. 102—Modern Educational Thought.

An examination of the philosophy underlying educational movements in the twentieth century.

Three periods per week for one semester.

Three semester hours credit.

Ed. 103—Advanced Empirical Psychology.

Empirical study of the sensitive life of man; nature and properties of sensation. Modern theories of Descartes, Locke, Berkeley, Hume, Mill, Bain, Kant, Spencer. Scholastic Doctrine.

Empirical study of intellectual life; the intellect; its nature; the universal idea; theories of Plato, Descartes, Spinoza. Origin of the idea; empiricism, sensism, positivism, scholastic theory. The will; freedom of the will.

Four periods per week for one-half semester.

Two semester hours credit.

Ed. 104—Advanced Rational Psychology.

Nature and substance of the human soul; theories on Ego advocated by Kant, Hume, Mill, James rejected. Relation of soul to body; the psycho-physical activities of man. Creation of soul; refutation of anthropologic evolution.

Four periods per week for one-half semester.

Two semester hours credit.

Ed. 105—Special Ethics.

Man's duties to Creator, self, neighbor. Right of ownership; Communism and Socialism; property, wills, contracts; capital and labor; trade unions; strikes. Society, domestic and civil; functions of parents, civil government; international law; nature and justice of war; pacifism; arbitration.

Four periods per week for one semester.

Four semester hours credit.

Ed. 107 Educational Sociology.

Investigation of social problems from the educational viewpoint, group 1. eds and adjustments.

Three periods per week for one semester.

Three semester hours credit.

Ed. 111—Education and Democracy.

A review of recent literature regarding the function of the school in society. Conflicting theories of the nature of democracy will be considered.

Three periods per week for one semester.

Three semester hours credit.

Ed. 112—Religion and Spiritual Values in American Education.

A study of the historical and legal position of moral and religious teaching in American education. Recent proposals and debates in this field will be discussed.

Three periods per week for one semester.

Three semester hours credit.

Ed. 129-130—History of Education in the United States.

The schools of Colonial America. Modifying influences and the evolution of public organization and state control. The development of administrative forms, institutional types and practices and the progressive expansion and adjustment of American schools to new conditions.

Three periods per week for two semesters.

Six semester hours credit.

Ed. 141—Educational Psychology.

I. A study of the subject to be educated—the influence of body and soul—the nature of sensitive and rational cognoscitive faculties—the dynamic forces in human nature—the management of feelings and emotions.

II. The application of the principles of Psychology to learning processes, to discipline and to character.

Three periods per week for one semester.

Three semester hours credit.

Ed. 149—Elementary Educational Statistics.

An introductory course in the statistical procedures employed in educational problems and research.

Three periods per week for one semester.

Three semester hours credit.

Ed. 153—Educational Tests and Measurements.

The uses, administration and interpretation of educational achievement tests.

Three periods per week for one semester.

Three semester hours credit.

Ed. 154—Psychometrics.

An introduction to individual mental testing. Practical experience in giving tests. Survey of psychological methods of measuring human traits.

Three periods per week for one semester.

Three semester hours credit.

Ed. 158—The Pupil, Teacher, and Curriculum of the Secondary School.

A study of the modern secondary school, emphasizing the nature of the pupil and the responsibilities of the teacher as related to the curriculum. Critical consideration will be given to traditional, integrated, and progressive curricula.

Three periods per week for one semester.

Three semester hours credit.

Ed. 159—Techniques of Teaching in the Secondary School.

An analysis of the methods and practices appropriate to secondary school teaching. Among the topics emphasized are: types of learning activities; the organization of courses of instruction; specialized classroom methods; the stimulation of classroom activities; measuring the results of teaching.

Three periods per week for one semester.

Three semester hours credit.

Ed. 161—General School Administration and Organization.

This course will present the principles governing the organization, conduct, and administration of elementary, junior and senior high schools, and special classes. The purpose and aim of each level will be critically examined; proper integration and articulation suggested; problems of the pupil and teacher analyzed. Relation and responsibility of the school system to the parent and the State.

Three periods per week for two semesters.

Three semester hours credit.

Ed. 177—Principles of Guidance.

This is a basic course which includes an introduction to guidance, a study of education viewed in the light of guidance both in activities and attitudes, and a discussion of the chief functions of guidance.

Three periods per week for one semester.

Three semester hours credit.

DEPARTMENT OF ENGLISH

CHAIRMAN: Rev. John A. O'Callaghan, S.J.

Professors: P. Albert Duhamel, Edward L. Hirsh, Rev. Thomas J. Quinn, S.J.

Associate Professors: Augustine L. Keefe, John F. Norton, Rev. Vincent deP. O'Brien, S.J.

Assistant Professors: Frank M. Buckley, Bernard P. Farragher, George F. G. Grob.

Instructors: Thomas J. Assad, Rev. Daniel N. Dwyer, S.J., Leo F. Fittabile, Albert M. Folkard, Thomas P. Hughes, Weston M. Jenks, John J. McAleer, Joseph M. McCafferty, Rev. Paul S. McNulty, S.J., Donald P. Murphy, John E. Pendergast, William A. Philbrick, Jr., Edward J. Rooney, Francis W. Sidlauskas, William J. Sipsey, Charles F. Ziniti.

Assistants: Paul F. Banks, Edward C. Byrne, John J. Gearin, Thomas F. Walsh.

En. 0—Remedial.

A review of English fundamentals with emphasis on the sentence, the paragraph and spelling.

Obligatory for any student recommended by the Faculty.

En. 1-2—Composition and Poetry.

Prose composition. A study of the qualities of style. Narration, Description and Essay.

Poetry. The nature and types of poetry. Principles of versification, the emotional and intellectual elements of poetry.

Three periods per week for two semesters.

Six semester hours credit.

En. 3—Public Speaking.

A study of expression including articulation, enunciation, stage-presence and logical development of subject-matter.

One period per week for two semesters.

En. 5—Survey of English Literature.

A general survey of English Literature up to and including the time of Milton.

Three periods per week for one semester.

Three semester hours credit.

En. 6—Survey of English Literature.

A general survey of English Literature from the age of Milton up to and including the rise of Contemporary Literature.

Three periods per week for one semester.

Six semester hours credit.

En. 21-22—Oratory and Shakespeare.

The theory and practice of oratorical composition. The qualities of oratorical style. Argument, persuasion, analysis and stylistic study of oratorical masterpieces.

Shakespeare. A study of selected tragedies of Shakespeare for their dramatic and oratorical value.

Three periods per week for two semesters.

Six semester hours credit.

En. 121-122—Shakespeare.

The literary and theatrical backgrounds of Shakespeare's work with concentration on selected plays representative of his technique and development.

Three periods per week for two semesters.

Six semester hours credit.

En. 125-125B—The Age of Johnson.

The age of Pope; the rise of the periodical essay (Addison and Steele); Johnson and his contemporaries.

Three periods per week for two semesters.

Six semester hours credit.

En. 126-126B—Nineteenth Century Literature.

A study of the essayists, novelists and poets of the nineteenth century as spokesmen for and contributors to life and literature.

Three periods per week for two semesters.

Six semester hours credit.

En. 131-132—Romanticism in the Eighteenth Century.

The rise and development of new poetic interests and directions. Wordsworth, Coleridge and The Romantics — Shelley, Keats and Byron — in their relation to English and European thought and life.

Three periods per week for two semesters.

Six semester hours credit.

En. 151-151B—American Literature Survey.

A survey of American Literature from the beginnings to Whitman inclusive. The dominant characteristics of literary trends in major sections of the country will be emphasized.

Three periods per week for two semesters.

Six semester hours credit.

En. 152-152B—American Literature Survey.

A continuation of En. 151-151B. From Walt Whitman to T. S. Eliot.

Three periods per week for two semesters.

Six semester hours credit.

(Six semester hours credit in American Literature Survey is required of all students *majoring in English*).

En. 163-164—Contemporary British Literature.

British Literature from 1885 to the present. A study of outstanding authors in the transition from the nineteenth to twentieth century literary trends.

Three periods per week for two semesters.

Six semester hours credit.

En. 166-167—Modern Literary Criticism.

The elements of literary criticism and judgments. A study of the development of literary criticism and its application to prose, poetry and drama.

Three periods per week for two semesters.

Six semester hours credit.

En. 183—Fiction Craft.

A study of the technique of fiction writing for advanced students. Reading and analysis of reading assignments will be demanded. Original composition work will be expected.

Three periods per week for one semester.

Three semester hours credit.

En. 186—One Act Play.

A companion course to En. 183.

Three periods per week for one semester.

Three semester hours credit.

En. 188—The English Novel in Ireland: 1800-1945.

Historical, social, economic influences; the authors, works and their place in literature.

Three periods per week for one semester.

Three semester hours credit.

En. 189—Survey of Gaelic Literature: Earliest times to 1940.

Pagan and Christian works — famous poets and authors. No knowledge of Gaelic is required.

Three periods per week for one semester.

Three semester hours credit.

One year of Speech study is required of all students majoring in English. This is in addition to En. 3 and must be completed either in Junior or Senior year.

One period per week for two semesters.

DEPARTMENT OF FINE ARTS

Professor: Ferdinand L. Roussève.

Fine Arts 1—Introduction to Art I: The Meaning and Fundamentals of Arts.

Definition of art. The Fine Arts, their origins, their background factors. The elements of expression. The analysis and use of the elements of the visual arts: form, color, line, value, texture. Symbols and attributes. Medium and technique. The principles of composition and their application.

Two lecture-recitations per week, required readings, extensive use of illustrative material, slides, etc. For one semester.

Two semester hours credit.

Fine Arts 2—Introduction to Art II: Masters and Masterpieces.

A study of selected outstanding works of visual art and artists, in chronological order, from the Egyptian through the contemporary periods. Destined to give the student a minimum acquaintance with the great art and artists of all time.

Two lecture-recitations per week, required readings, extensive use of illustrative material, slides, etc. For one semester.

Two semester hours credit.

Fine Arts 101-102—Introduction to the Arts in Western Culture.

The meaning and relationships of the arts and a survey of the outstanding monuments in painting, sculpture and architecture.

Three periods per week for two semesters.

Six semester hours credit.

DEPARTMENT OF GAELIC STUDIES

CHAIRMAN: Rev. John E. Murphy, S.J.

Gl. 1-2—Gaelic for Beginners.

Elements of grammar; greetings, proverbs, short stories. This course aims to give a reading knowledge of the language and a basis for conversation in Gaelic.

Three periods per week for two semesters.
Six semester hours credit.

Gl. 101-102—Advanced Gaelic.

Advanced grammar; idioms, translation into English; reading of modern Gaelic authors.

Three periods per week for two semesters.
Six semester hours credit.

Gl. 189—Survey of Gaelic Literature: Earliest times to 1940.

Pagan and Christian works — famous poets and authors. No knowledge of Gaelic required.

Three periods per week for one semester.
Three semester hours credit.

DEPARTMENT OF GERMAN

CHAIRMAN: Paul A. Boulanger

Assistant Professor: Rev. Paul J. McManus, S.J.

Instructors: Robert J. Cahill, John J. Mulligan, Otto K. Roth.

Gr. 1-2—Elementary and Intermediate German.

A course for beginners. An intensive training in grammar, suitable reading exercises and elementary composition.

Three periods per week for two semesters.

Six semester hours credit.

Gr. 11-12—Intermediate and Advanced German.

Grammar and syntax; readings of historical or narrative prose and suitable scientific texts.

Three periods per week for two semesters.

Six semester hours credit.

Gr. 21-22—Advanced German.

Selected works of outstanding contemporary authors and advanced scientific texts will be read.

Three periods per week for two semesters.

Six semester hours credit.

Gr. 101-102—Survey of German Literature.

A general view of German Literature dealing with the more important writers and literary movements.

Three periods per week for two semesters.

Six semester hours credit.

Gr. 131-132—Intermediate Composition.

Practical exercises in written and oral composition.

Three periods per week for two semesters.

Six semester hours credit.

Gr. 141-142—German Literature in the 18th Century.

A study of the period of Enlightenment, Storm and Stress, early Classicism and early Romanticism.

Three periods per week for two semesters.

Six semester hours credit.

Gr. 191-192—Advanced Composition and Conversation.

Practical exercises in written and oral composition. This course is conducted in German.

Three periods per week for two semesters.

Six semester hours credit.

DEPARTMENT OF HISTORY AND GOVERNMENT

CHAIRMAN: Rev. James L. Burke, S.J.

Associate Professors: Harry M. Doyle, Rev. Edward H. Finnegan, S.J.

Assistant Professors: Rev. Henry A. Callahan, S.J., John R. Cox, Rev. James F. Geary, S.J., Rev. Harold C. Kirley, S.J., Henry J. McMahon.

Instructors: Joseph E. Boothroyd, Richard L. Buckley, James J. Doherty, Rev. Thomas F. Fleming, S.J.

Assistants: Leo W. Bieler, Philip C. Hatton, William P. Morrissey, Thomas H. O'Connor, Thomas O. Power, David H. Reardon, Joseph E. Richards, Charles A. Williams.

HISTORY**Hs. 1-2—European Civilization to 1500.**

This course is a survey of the Christian Era from the introduction of Christianity to the inception of the Reformation.

Three periods per week for two semesters.

Six semester hours credit.

Hs. 21-22—European Civilization Since 1500.

This course continues the survey of the Christian Era from the Reformation to contemporary times.

Three periods per week for two semesters.

Six semester hours credit.

Hs. 41-42—Survey of European Civilization.

This course, designed for classical and scientific students, is a survey of the chief factors in Christian civilization from the introduction of Christianity to contemporary times.

Three periods per week for two semesters.

Six semester hours credit.

Hs. 43-44—European Civilization Since 1500.

A survey of European civilization since 1500 for Juniors who did not fulfill Sophomore history requirements.

Three periods per week for two semesters.

Six semester hours credit.

Hs. 113-114—Cultural History of the Middle Ages.

A study of the contributions of political and literary personages to the civilization of mediaeval times.

Three periods per week for two semesters.

Six semester hours credit.

Hs. 115—Mediaeval Foundations of Modern History

A study of the capital factors of mediaeval history which have contributed to modern civilization.

Three periods per week for one semester.

Three semester hours credit.

Hs. 128—Foundations of Modern European History.

A study of the capital factors in European history from 1500 to the present.

Three periods per week for one semester.

Three semester hours credit.

Hs. 141-142—Europe Since 1815.

This course traces the history of Europe from the Congress of Vienna to the present time under the impact of nationalism, imperialism, materialism, and totalitarianism.

Three periods per week for two semesters.

Six semester hours credit.

Hs. 143-144—Europe and Asia Since 1918.

This course traces national and international factors since the Treaty of Versailles.

Three periods per week for two semesters.

Six semester hours credit.

Hs. 145-146—Politics of the Pacific.

A study of the governmental structures, policies and ethos of the areas in and near the Pacific. The course will emphasize the interrelations of politics, geography and economic resources.

Three periods per week for two semesters.

Six semester hours credit.

Hs. 151—American History Survey Ia.

A survey of American civilization from the era of colonization to 1800.

Three periods per week for one semester.

Three semester hours credit.

Hs. 152—American History Survey Ib.

A survey of American civilization from 1800-1865.

Three periods per week for one semester.

Three semester hours credit.

Hs. 153—American History Survey IIa.

A survey of American civilization from 1865-1900.

Three periods per week for one semester.

Three semester hours credit.

Hs. 154—American History Survey IIb.

A survey of American civilization from 1900 to the present.

Three periods per week for one semester.

Three semester hours credit.

GOVERNMENT**Gv. 31-32—Introduction to Political Science.**

A survey of the historical origins and development of American National Government with special emphasis on political parties, pressure groups, federalism, citizenship, elections and court structure. The remainder of the course will explore the chief problems of American state and local government.

This course is prescribed for all candidates for the B. S. in History degree and for the government concentrators working for the B.S. degree in Social Science.

Three periods per week for two semesters.

Six semester hours credit.

Gv. 101—Introduction to American National Government.

A study of the historical development of American National Government under the impact of such factors as federalism, political parties, pressure groups and usage.

Three periods per week for one semester.

Three semester hours credit.

Gv. 103—The Legislative Process.

A study of the functions, organization, personnel and legislative philosophy of the U. S. Congress.

Three periods per week for one semester.

Three semester hours credit.

Gv. 104—Presidential Problems.

A study of the leading presidential and presidential-congressional problems of American National Government.

Three periods per week for one semester.

Three semester hours credit.

Gv. 105—Public Administration.

A study of the methods by which the administrative services are selected, organized, scrutinized and energized.

Three periods per week for one semester.

Three semester hours credit.

Gv. 107-108—Business and Government.

A study of the impact of governmental power and policy on the chief aspects of economic life.

Three periods per week for two semesters.

Six semester hours credit.

Gv. 109—American State and Local Government.

A study of the chief problems confronting contemporary state and local government.

Three periods per week for one semester.

Six semester hours credit.

Gv. 113-114—American Constitutional Law.

An historical and case-book study of the fundamental principles of the Constitution of the U. S. as developed in the judicial decisions of federal courts.

Three periods per week for two semesters.

Six semester hours credit.

Gv. 117—American Constitutional Growth.

An historical and case-book study of problems arising out of the bill of rights.

Three periods per week for one semester.

Three semester hours credit.

Gv. 119—Public Affairs Workshop.

A guided discussion of basic current problems in the whole field of public affairs.

Three periods per week for one semester.

Three semester hours credit.

Gv. 121-122—Comparative Modern Government.

This course comprises a study of the principal European and Asiatic governments. Emphasis is placed on the present day structure and functions of these governments as well as on their historical origins.

Three periods per week for two semesters.

Six semester hours credit.

Gv. 123-124—Politics of the Pacific.

A study of the governmental structures, politics and ethos of the areas in and near the Pacific. The course will emphasize the inter-relations of politics, geography and economic resources.

Three periods per week for two semesters.

Six semester hours credit.

Gv. 151-152—Historical Factors in International Relations.

A survey of the political structure and international politics of the leading governments of the modern world.

Three periods per week for two semesters.

Six semester hours credit.

Gv. 153—International Organization and Policy.

A study of the structure, power and policy of leading international organizations, and a study of the power and policy of the U. S. in its relationships with the international community.

Three periods per week for one semester.

Three semester hours credit.

Gv. 154—Current International Relations.

A study of a limited number of basic topics illustrating the relationship of geography and national ideologies to international relations.

Three periods per week for one semester.

Three semester hours credit.

Gv. 191—Greek Political Theory I.

This course offers a careful study of Greek thought on government and education as expressed in the Republic, Statesman, and Laws of Plato.

Three periods per week for one semester.

Three semester hours credit.

Gv. 192—Greek Political Theory II.

This course offers a careful study of Greek thought on government and education as expressed in the Ethics and Politics of Aristotle and the Antidosis and Nicocles of Isocrates.

Three periods per week for one semester.

Three semester hours credit.

DEPARTMENT OF MATHEMATICS

CHAIRMAN: Rev. Anthony J. Eiardi, S.J.

Professor: René J. Marcou.

Associate Professors: Hans G. Haefeli, Theodore S. Motzkin, Harold A. Zager.

Assistant Professor: Abdelnour S. Thomas.

Instructors: Paul T. Banks, Thomas J. Colbert, Michael Crowley, William J. Flynn, Joseph F. Krebs, Archille J. Laferriere, Robert J. LeBlanc, Rev. Leo R. Muldoon, S.J.

Assistants: Joseph B. Chiccarelli, John J. Waite, Jr.

Mt. 1-2—College Algebra, Trigonometry and Analytic Geometry.

Three periods per week for two semesters.

Six semester hours credit.

Mt. 3-4—Trigonometry, Analytic Geometry and Introduction to Calculus.

For B.S. Mathematics and B.S. Physics students.

Three periods per week for two semesters.

Six semester hours credit.

Mt. 31-32—Calculus.

Differential and Integral Calculus.

Three periods per week for two semesters.

Six semester hours credit.

Mt. 103-104—Higher Algebra.

Complex numbers, progression, rational functions, determinants, theory of equations, series, permutations, combinations and probability.

Three periods per week for two semesters.

Six semester hours credit.

Mt. 106—Linear Algebra.

Vectors, matrices, determinants, transformations, quadratic forms and applications.

Three periods per week for one semester.

Three semester hours credit.

Mt. 113—Theory of Equations.

Polynomial functions, cubic and biquadratic equations, symmetric functions, determinants, elimination, resultants, discriminants.

Three periods per week for one semester.

Three semester hours credit.

Mt. 131—Analytic Geometry of Space.

Lines, surfaces, transformations of coordinates, quadric surfaces and their properties.

Three hours per week for one semester.

Three semester hours credit.

Mt. 132—Synthetic Projective Geometry.

Principle of duality; Desargues' theorem and applications; cross ratio; conics and their polar equations.

Three periods per week for one semester.

Three semester hours credit.

Mt. 135-136—Introduction to Higher Geometry.

Projective geometry, synthetically and analytically treated, elements of non-euclidean and differential geometry.

Three periods per week for two semesters.

Six semester hours credit.

Mt. 141—Differential Equations.

Solution of equations of the first and second order, integration by series, applications to Chemistry and Physics.

Three periods per week for one semester.

Three semester hours credit.

Mt. 142—Advanced Calculus.

Power series and their application, functions of several variables, partial differentiation, implicit functions and Jacobians. *Required of students majoring in Physics.*

Three periods per week for one semester.

Three semester hours credit.

Mt. 143-144—Advanced Calculus.

Concepts of limit, continuity, derivative and differential, functions of several variables and partial differentiation, Riemann definite integral and its application, multiple and line integrals, infinite series and their applications, improper integrals.

Three periods per week for two semesters.

Six semester hours credit.

Mt. 150—Partial Differential Equations of Physics.

The equations of Poisson and Laplace, the Wave equation, generalized (curvilinear) coordinate transformations, Fourier's series, Bessel's functions, Legendre's polynomials, orthogonal functions.

Three periods per week for one semester.

Three semester hours credit.

Mt. 151—Vector Analysis.

Fundamental operations, calculus of vectors, operator Del, theorems of Green, Stokes and Gauss.

Three periods per week for one semester.

Three semester hours credit.

Mt. 161-162—Graphical Methods.

Graphical methods and solutions, curve fitting, integration and interpolation.

Three periods per week for two semesters.
Six semester hours credit.

Mt. 163—Theory of Infinite Processes.

The elements of the theory of infinite processes, sequences, series and products.

Three periods per week for one semester.
Three semester hours credit.

Mt. 171—Mathematical Statistics I.

Representation of data, measures of central tendency and variability, linear regression and correlation, correlation from ranks, a priori probability, probability functions, the binomial distribution and Bernoulli's theorem.

Prerequisite: Differential and Integral Calculus.
Three periods per week for one semester.
Three semester hours credit.

Mt. 172—Mathematical Statistics II.

Moment-generating functions, the normal, Poisson, t, F, chi-square and other distributions.

Prerequisite: Mathematical Statistics I.
Three periods per week for one semester.
Three semester hours credit.

Mt. 173—Mathematical Statistics III.

Non-linear regression and correlation; introduction to multiple and partial correlation, and the analysis of variance and covariance.

Prerequisite: Mathematical Statistics II.
Three periods per week for one semester.
Three semester hours credit.

Mt. 191-192—Philosophy of Mathematics.

An introduction into propositional calculus, Boolean Algebra, and non-Euclidean geometry; a study of quantity, continuous, discrete, real, abstract, finite and infinite; an interpretation of mathematics in the light of scholastic cosmology; critical study of contemporary philosophies of mathematics and science.

Three periods per week for two semesters.
Six semester hours credit.

Mt. 195-196—Seminar.

Selected topics.

Weekly meetings for two semesters.
Six semester hours credit.

DEPARTMENT OF MILITARY SCIENCE

CHAIRMAN: Colonel James M. Lewis, U.S.A.

Assistant Professor: Lt. Colonel Randolph B. Hubbard, U.S.A.

Instructors: Major Carl L. Anderson, U.S.A., Major Richard V. Sloan, U.S.A., Captain Robert L. Rooker, U.S.A.

RESERVE OFFICERS TRAINING CORPS, U.S.A.

An Army ROTC Unit, Field Artillery Branch, is now established at Boston College. The four year course of instruction in Military Science is designed to produce junior officers with required qualities of leadership. Upon successful completion of this course and having also fulfilled requirements for an academic degree, the student is commissioned a Second Lieutenant, Officers Reserve Corps, Army of the United States. All regularly enrolled students, who are physically qualified and citizens of the United States between the ages of 14 and 23 are eligible for enrollment. The course is optional, and is divided into a two year basic course and a two year advanced course.

CURRICULUM — BASIC COURSE

Freshman Year (1st Year Basic)

Fundamentals of military discipline, drill and exercise of command; military organization; military policy of the United States; evolution of warfare; maps and aerial photos; and first aid and hygiene.

Two class periods and one drill period per week for two semesters.

Sophomore Year (2nd Year Basic)

Leadership, drill and exercise of command; and Technique of Field Artillery which includes organization, material, duties of cannoneers, use of optical instruments, signal communications, and transportation.

Two class periods and one drill period per week for two semesters.

CURRICULUM — ADVANCED COURSE

Junior Year (1st Year Advanced)

Leadership, drill and exercise of command; and Tactics and Technique of Field Artillery which includes gunnery, duties of the battery executive, signal communications and supply procedure.

Four class periods and one drill period per week during the academic year and the attendance at a summer camp for six weeks following the Junior Year.

Senior Year (2nd Year Advanced)

Leadership, drill and exercise of command; military administration; military law; military teaching methods; psychological warfare; gunnery; military surveying; and combat intelligence.

Four class periods and one drill period per week.

MUSIC**MUSIC 101-102—A Survey of Music.**

The purpose of this course is to acquaint the general student with the history of the progress of music technique and with those factors which contribute to a fuller understanding and greater enjoyment of music.

There are no musical prerequisites of a technical nature to this course. It is given primarily for the student who keenly desires a systematized approach to the world of music and to those who will require such a general background for concentration in music.

Three periods per week for two semesters.

Six semester hours credit.

MUSIC 103—History of Choral Music.

This course is offered for the student who wishes to continue more minutely his study of music history in the field of choral music from the middle ages to the present day. Sacred and secular music is reviewed with particular emphasis on Chant, Sacred Polyphony, the Madrigal, Folk Song, the rise and progress of Opera, the Solo Song, the Cantata, the Oratorio, and the twentieth century idiom as found in the vocal works of Berg, Strawinsky, and Delius.

Prerequisite: Survey of Music (Music 101-102.)

Three periods per week for one semester.

Three semester hours credit.

MUSIC 104—History of Instrumental Music.

This course is intended as a complement to the History of Choral Music for those who wish to plan further and advanced study in the field of music appreciation. The lectures will stress the invention and development of instruments and their use by performers and composers in solo and ensemble playing and composing.

The perfection of stringed, brass, woodwind, percussion, and keyboard instruments, the rise of instrumental virtuosity and its effect upon composition, the origin, growth, and the use of forms, viz., the overture, the suite, the concerto grosso, the ballet, the symphony, program music, etc., comprise some of the topics which are discussed in presenting this survey of purely instrumental music from the close of the sixteenth century in the works of Giovanni Gabrielli down to the twentieth century idiom of Bartok and Hindemith.

Prerequisite: Survey of Music (Music 101-102.)

Three periods per week for one semester.

Three semester hours credit.

Music 105-106—History and Appreciation of Music.

This course covers the history of Music from the period of Bach and Handel through the classical, romantic and modern periods of Music to the present day; an outline of the lives of the great composers of these periods; a study of the various forms used, especially in the great symphonic works; analyses of the most important compositions, both vocal and instrumental; a study of the instruments of the orchestra.

Three periods per week for two semesters.

Three semester hours credit.

DEPARTMENT OF PHILOSOPHY

CHAIRMAN: Rev. Alexander G. Duncan, S.J.

Professors: Rev. Francis Flaherty, S.J., Rev. John C. Ford, S.J., Rev. Francis E. Low, S.J., Rev. James E. Risk, S.J.

Associate Professors: Rev. John A. McCarthy, S.J., Rev. Thomas E. Shortell, S.J.

Assistant Professors: Rev. Jeremiah F. Coleman, S.J., Rev. Edward J. Keating, S.J., Rev. Francis J. MacDonald, S.J., Rev. James D. McLaughlin, S.J., Rev. John J. Moriarty, S.J., Rev. John J. Murphy, S.J., Rev. Daniel F. X. O'Connor, S.J., Rev. Richard G. Shea, S.J., Rev. Harold V. Stockman, S.J.

Instructors: Rev. Edward J. Gorman, S.J., William J. Haggerty, Rev. Cornelius F. Shea, S.J., Rev. Charles B. Toomey, S.J.

Assistants: Larry Azar, John C. Callaghan, Bro. Robert A. Francoeur, F.I.C., Robert Landrigan, Edward D. Little, Anthony C. Simboli, Raymond H. Sullivan.

Pl. 41—Logic.

Aristotelian logic is the basis of the course, which aims to establish and inculcate the laws of correct reasoning by a scientific study of the term and the idea; the proposition and the judgment; the syllogism; the types of reasoning and the more common fallacies of expression and reasoning.

Six periods a week for one-half semester.

Three semester hours credit.

Pl. 42—Epistemology.

The problem of the certitude of our cognitions is here treated. The sources and the nature of certitude and the criterion of truth are established. Study is made of the philosophy of Descartes, Kant, the Positivists and Pragmatists on the problem of cognition.

Six periods a week for one-half semester.

Three semester hours credit.

Pl. 43—General Metaphysics.

The validity and necessity of metaphysics as a science is established. Being abstractly considered, its attributes, categories and causes are treated. Although emphasis is placed on the metaphysics of the Scholastic tradition, attention is also given to the philosophy of such thinkers as Leibnitz and Spinoza.

Six periods a week for one-half semester.

Three semester hours credit.

PI. 44—Cosmology.

This is a branch of special metaphysics in which such problems as the ultimate cause of the universe, the constitution of natural bodies, the necessity of physical laws, and the nature of time, space and motion are examined. The opinions of such schools of thought as Pantheism, Materialism, Atomism and Dynamism are discussed.

Six periods a week for one-half semester.

Three semester hours credit.

PI. 101—Fundamental Psychology.

The Psychology here treated is Philosophical or Metaphysical Psychology which takes account of experimental data but is not positivistically subordinate to it. The nature of life in general and that of vegetative and animal life in particular are treated. The problem of the origin of life is discussed and evolutionary doctrines treated.

Four periods a week for one-half semester.

Two semester hours credit.

PI. 102—Advanced Empirical Psychology.

Empirical study of sensitive life of man; nature and properties of sensation. Modern theories of Descartes, Locke, Berkeley, Hume, Mill, Bain, Kant and Spencer. Scholastic doctrine.

Empirical study of intellectual life of man; the intellect; its nature; the universal idea; theories of Plato, Descartes, Spinoza. Origin of the idea; empiricism, sensism, positivism, scholastic theory. The will; the freedom of the will.

Four periods per week for one-half semester.

Two semester hours credit.

PI. 103—Advanced Rational Psychology.

Nature and substance of the human soul; theories on Ego advocated by Kant, Hume, Mill, James rejected. Relation of soul to body; the psychophysical activities of man. Creation of soul; refutation of anthropologic evolution.

Four periods per week for one-half semester.

Two semester hours credit.

PI. 104—Natural Theology.

The knowability of God by reason is established. His existence, nature, attributes and relationship to creatures as known by reason are treated and opinions conflicting with Scholasticism are evaluated.

Four periods a week for one-half semester.

Two semester hours credit.

PL. 105—General Ethics.

Aristotelian-Thomistic moral philosophy is the subject matter of this course, although opposing schools of thought such as Utilitarianism, Moral Positivism, Moral Sensism and the Moral philosophy of Kant are evaluated. The nature of the moral act; the end of human volitional activity; the moral good and its norm; the concept of obligation; natural and positive law; conscience and the nature of right are treated.

Four periods a week for one semester.

Four semester hours credit.

PL. 106—Special Ethics.

This course applies the principles of General Ethics to the moral relationships of man. Man's rights and duties as an individual; the moral aspects of his economic relationships; the philosophical basis of the family and the basic principles of Scholastic Political Philosophy are treated and conflicting opinions discussed.

Note—Definite courses offered in the Graduate School may be chosen as electives by students who have completed courses 41, 42, 43 and 44. Consult the Graduate School bulletin for further information.

DEPARTMENT OF PHYSICS

CHAIRMAN: Rev. John A. Tobin, S.J.

Professor: Frederick E. White.

Associate Professors: Rev. James J. Devlin, S.J., Richard E. Downing,
John L. Shork.

Assistant Professors: John J. Power, Rev. James W. Ring, S.J.

Instructors: Glenn S. Larson, Rev. James H. McElaney, S.J., Donald R.
McMorrow, Robert B. Toolin.

Assistant Instructor: Arthur E. Graam.

Assistants: James P. Buckley, Gerald T. Cameron, Paul J. Colleran,
Joseph J. Fitzgerald, Francis J. LaRussa, James M. Morris, Robert
A. Muldoon, John J. O'Connor, George F. Scott, William H.
Tobin.

Ph. 1-2—General Physics.

A general survey of classical and modern physics, mechanics, heat,
electricity, light and sound.

Three lectures and one laboratory period per week for two semesters.

Eight semester hours credit.

Ph. 21-22—General Physics. (Science Requirement).

This course presents the fundamental principles of the mechanics of
solids, liquids, and gases, wave motion and radiation, sound, heat, light,
magnetism and electricity.

Three lectures and one laboratory period per week for two semesters.
Eight semester hours credit.

Ph. 31—Physical Optics.

This course presents a mathematical study of wave motion. Huygen's
Principle, dispersion, interference, diffraction, polarization, electro-magnetic
theory of light, Quantum Theory.

Three lectures and one laboratory period per week for one semester.

Four semester hours credit.

Ph. 32—Heat and Thermodynamics.

This course gives a mathematical discussion of the generation of heat,
thermometry, dilatation, calorimetry, radiation, conduction, thermo-
dynamics, the Kinetic Theory of Gases.

Three lectures and one laboratory period per week for one semester.

Four semester hours credit.

Ph. 43-44—General Physics. (Pre-Medical).

This course presents the fundamental principles of the mechanics of solids, liquids, and gases, wave motion and radiation, sound, heat, light, magnetism and electricity.

Three lectures and one laboratory period per week for two semesters.

Eight semester hours credit.

Ph. 111—Theoretical and Applied Mechanics.

The mathematical treatment of the mechanics of a particle and rigid bodies; the properties of elastic bodies; impulse and momentum; periodic motion; hydromechanics and hydrodynamics.

Three lectures and one laboratory period per week for one semester.

Four semester hours credit.

Ph. 122—Acoustics.

A study of the theory of vibration and sound from a modern viewpoint. This course will afford many examples of the method of Theoretical Physics. Special attention will be given to the theory and design of modern sound apparatus used in Electronics.

Three lectures and one laboratory period per week for one semester.

Four semester hours credit.

Ph. 132—Heat and Thermodynamics.

This course gives a mathematical discussion of the generation of heat, thermometry, dilatation, calorimetry, radiation, conduction, thermodynamics, the Kinetic Theory of Gases.

Three lectures and one laboratory period per week for one semester.

Four semester hours credit.

Ph. 141—Physical Optics.

This course presents a mathematical study of wave motion. Huygen's Principle, dispersion, interference, diffraction, polarization, electro-magnetic theory of light, Quantum Theory.

Three lectures and one laboratory period per week for one semester.

Four semester hours credit.

Ph. 151—Alternating Currents.

The mathematical study of heating, lighting and magnetic effects, capacitance, impedance, resonance, non-sinusoidal waves, etc.

Three lectures and one laboratory period per week for one semester.

Four semester hours credit.

Ph. 152—Introduction to Electronics.

The vacuum tube as an oscillator, amplifier, rectifier, modulator and demodulator.

Three lectures and one laboratory period per week for one semester.
Four semester hours credit.

Ph. 191-192—Mechanical Drawing.

Drafting, lettering, tracing, drawing projections, etc.

One lecture and one laboratory period per week for two semesters.
Four semester hours credit.

Ph. 194—Optical Instruments. (Geometrical Optics).

The study of fundamentals of geometrical optics, image formation by lenses and mirrors, defects of lenses, and testing of optical parts. The theory and use of telescopes, periscopes, range finders, etc.

Three lectures per week for one semester.
Three semester hours credit.

Ph. 195—Nuclear Physics.

A study of electromagnetic radiation and charged particles, the structure of the atom and the properties of electrons, positrons, protons, neutrons and photons, radioactivity and nuclear structure.

Two lectures per week for one semester.
Two semester hours credit.

Ph. 196—Electrical Instruments.

Instruction in the use of electrical measuring instruments for current, voltage and power measurements over a wide range of frequencies and the calibration of these instruments.

Two lectures and one laboratory period per week for one semester.
Three semester hours credit.

DEPARTMENT OF MODERN PSYCHOLOGY

CHAIRMAN: Rev. James F. Moynihan, S.J.

Assistant Professor: Rev. Edward H. Nowlan, S.J.

Instructor: Gerald A. Reynolds.

The undergraduate department of Psychology is designed to meet the needs of three classes of students: a) those who want a sound cultural background in the study of the human personality; b) those who wish to acquire a thorough undergraduate training in psychology as majors in anticipation of professional graduate study; and c) those who desire a basic understanding of human behavior as a supplement to some other major field of concentration.

Majors in psychology must obtain at least 18 credits in psychology among which must be included courses in Modern General Psychology, Experimental Laboratory Psychology and Statistics. It is recommended that they take their science requirement in biology or physics and their minor field of concentration in sociology, education or philosophy.

Psy. 101—Survey of Modern Psychology I: Sensation and Perception.

An introduction to the field of modern general psychology with special treatment of the sense modalities. The psychology of sensation and sense perception.

Three periods per week for one semester.

Three semester hours credit.

Psy. 102—Survey of Modern Psychology II: Cognitive and Dynamic Processes.

A continuation of the study of modern general psychology with special reference to problems and psychological experimentation on the thought and learning processes, memory, emotions and will.

Three periods per week for one semester.

Three semester hours credit.

Psy. 111—Introduction to Experimental Laboratory Psychology.

An introduction to the principles and methods of experimental psychology with laboratory investigations of selected topics from the areas of sensation and perception.

Two lectures and two laboratory periods per week for one semester.

Three semester hours credit.

Psy. 112—Advanced Experimental Laboratory Psychology.

More advanced treatment of laboratory methods and techniques in experimental psychology with similar increase in the level of problems investigated. Individual research. Prerequisite: Psy. 111.

Two lecture and two laboratory periods per week for one semester.
Three semester hours credit.

Psy. 121—Statistics in Psychology.

The use of statistical methods in psychology. Arrangement and manipulation of the data, measures of central tendency, variability, elementary correlation methods.

Three periods per week for one semester.
Three semester hours credit.

Psy. 122—Physiological Psychology.

The physiological correlates of human behavior. The structures and functions of the organism, receptors, nervous system, effectors. The physiological basis of the emotions and the perceptual processes.

Three periods per week for one semester.
Three semester hours credit.

Psy. 123—History and Systems of Psychology.

Historical and logical analysis of schools of thought in modern psychology. Structuralism, Functionalism, Behaviorism, Gestalt and their derivatives.

Three periods per week for one semester.
Three semester hours credit.

Psy. 131—Introduction to Clinical and Abnormal Psychology.

The forms of mental disorders, etiology, development, schools of psychotherapy with special reference to clinical methods and mental hygiene.

Three periods per week for one semester.
Three semester hours credit.

Psy. 132—Psychological Measurements.

Group and individual tests of mental abilities and special aptitudes. Use, administration and interpretation of psychological tests together with the concept and purpose underlying them.

Three periods per week for one semester.
Three semester hours credit.

Psy. 134—Child Psychology.

The physiological, intellectual, social and emotional factors in child development. Interpretation and treatment of various problems in child behavior.

Three periods per week for one semester.

Three semester hours credit.

Psy. 135—Psychology of Personality.

The nature, development, theories and methods of investigation of personality traits. Theories on trait organization and personality types evaluated.

Three periods per week for one semester.

Three semester hours credit.

Psy. 136—Social Psychology.

The principles of psychology applied to the individual in the social situation. Investigation of special topics of groups and cultures, attitudes, group and crowd behavior, cooperation, leadership, social learning and motivation.

Three periods per week for one semester.

Three semester hours credit.

Psy. 199—Readings for Prerequisites.

A reading of basic books in the fields of psychology in which candidates for higher degrees are deficient. Reports submitted, conferences attended and examinations taken. Permission to attend and the number of credits given will depend on the judgment of the director.

Courses in Psychology given outside the department:

Educational Psychology (Ed. 141); Fundamental Philosophical Psychology (Pl. 101); Advanced Empirical Psychology (Pl. 102); Advanced Rational Psychology (Pl. 103).

DEPARTMENT OF ROMANCE LANGUAGES

CHAIRMAN: Rev. Joseph D. Gauthier, S.J.

Professors: Vincent A. McCrossen, Ernest A. Siciliano.

Associate Professors: André De Beauvivier, Rev. George F. Smith, S.J.

Assistant Professors: Emilio Aguila, Rev. Wilfrid T. Bouvier, S.J.

Instructors: Michel J. Beauchemin, Joseph Figurito, Gilles Ledoux,
Richard E. Potocki, Jacob A. Santamaria, Rudolf Sturm.

Assistant: James P. Harvey.

FRENCH**Fr. 1-2—Elementary French.**

A course for beginners. An intensive training in French grammar, suitable reading exercises and elementary composition.

Three periods per week for two semesters.

Six semester hours credit.

Fr. 11 12—Intermediate French.

Review of French grammar, reading of prose of moderate difficulty, written and oral composition.

Three periods per week for two semesters.

Six semester hours credit.

Fr. 21-22—Advanced French.

Introduction to the masterpieces of French literature, principally Corneille, Racine, Moliere. Collateral reading and written reports.

Three periods per week for two semesters.

Six semester hours credit.

Fr. 101-102—History of French Literature.

A general survey of French Literature from the tenth century up to and including the rise of contemporary literature. *Offered 1949-1950.*

Three periods per week for two semesters.

Six semester hours credit.

Fr. 121-122—The Renaissance in France.

A study of the Renaissance as a movement, its effect on French literature. Special attention will be given to Rabelais, the Pléaide and Montaigne. *Conducted in French. Offered 1950-1951.*

Three periods per week for two semesters.

Six semester hours credit.

Fr. 133-134—French Civilization under Louis XIV.

The social and intellectual life of France under Louis XIV. *Conducted in French. Offered 1950-1951.*

Three periods per week for two semesters.

Six semester hours credit.

Fr. 153-154—Romanticism in France.

The Romantic movement in France: its doctrine, its major exponents, its influence on the literature of the nineteenth century. *Conducted in French. Offered 1949-1950.*

Three periods per week for two semesters.

Six semester hours credit.

Fr. 181-182—Advanced Composition and Conversation.

Practice in composition, both oral and written in order to enable the student to acquire ease and fluency in the expression of idiomatic French. *Offered 1949-1950.*

Three periods per week for two semesters.

Six semester hours credit.

ITALIAN**It. 1-2—Elementary Italian.**

A course for beginners. An intensive training in Italian grammar, suitable reading exercises and elementary composition.

Three periods per week for two semesters.

Six semester hours credit.

RUSSIAN**Ru. 1-2—Elementary Russian.**

A course for beginners. An intensive training in Russian grammar, suitable reading exercises and elementary composition.

Three periods per week for two semesters.

Six semester hours credit.

SPANISH**Sp. 1-2—Elementary Spanish.**

A course for beginners. An intensive training in Spanish grammar, suitable reading exercises and elementary composition.

Three periods per week for two semesters.

Six semester hours credit.

Sp. 11-12—Intermediate Spanish.

Review of grammar, the reading of prose of moderate difficulty, written and oral composition.

Three periods per week for two semesters.

Six semester hours credit.

Sp. 21-22—Advanced Spanish.

An introduction to the masterpieces of Spanish literature, principally Calderón, Lope de Vega, Molino. Collateral readings and reports.

Three periods per week for two semesters.

Six semester hours credit.

Sp. 101-102—History of Spanish Literature.

A general view of Spanish literature, dealing with the more important writers and literary movements. *Offered 1949-1950.*

Three periods per week for two semesters.

Six semester hours credit.

Sp. 131-132—Literature of the Golden Age.

The purpose of this course is to acquaint the student with the classical literature of Spain. *Conducted in Spanish. Offered 1950-1951.*

Three periods per week for two semesters.

Six semester hours credit.

Sp. 153-154—Romanticism in Spain.

The Romantic movement in Spain; its doctrine, its major exponents, its influence on the literature of the nineteenth century. *Conducted in Spanish. Offered 1949-1950.*

Three periods per week for two semesters.

Six semester hours credit.

Sp. 181-182—Advanced Composition and Conversation.

Practice in composition, both oral and written, in order to enable the student to acquire ease and fluency in the expression of idiomatic Spanish. *Offered 1949-1950.*

Three periods per week for two semesters.

Six semester hours credit.

Sp. 191-192—Spanish-American Literature.

This course will introduce the student to the masterpieces of Spanish-American literature, from the latter part of the nineteenth century to the present time. *Conducted in Spanish. Offered 1950-1951.*

Three periods per week for two semesters.

Six semester hours credit.

DEPARTMENT OF SOCIOLOGY

Instructors: William F. Irwin, James W. Ryan, Robert G. Williams.

Visiting Lecturer: Francis E. McElroy.

Sc. 31—Principles of Sociology.

This course presents an outline of Sociology as a science and serves as an introduction to more advanced sociological study. It attempts to give a systematic view of social life and culture in their structural and dynamic aspects. Special consideration is given to those socio-cultural relationships, processes, and traits which are common to all classes of social phenomena. This course is prescribed for all students who have selected sociology as their major field of study.

Three periods per week for one semester.

Three semester hours credit.

Sc. 32—Principles of Sociology.

Further development of basic principles presented in Sc. 31. The correlation of Sociology with other sciences is shown; important social institutions are considered, also their dynamic value and interaction. This course is required for all sociology majors.

Three periods per week for one semester.

Three semester hours credit.

Sc. 103—The History of Social Thought.

A rapid survey and critique of the more significant contributions to social thought before 1850. The social thought of the Greeks, Romans, Hebrews, Apostolic Teachers, Patristic Writers, the Mediaeval Schoolmen, and more recent thinkers—notably Machiavelli, Bodin, Montesquieu, Ibn Khaldun, Hobbes, Locke and Rousseau—will be emphasized in the course of a systematic introduction to contemporary sociological theory.

Three periods per week for one semester.

Three semester hours credit.

Sc. 104—Contemporary Sociological Theories.

A critical analysis of the outstanding sociological theories from Comte and Spencer to the present time, primarily from the standpoint of their scientific validity and of the social and personal backgrounds of their exponents. The theories considered in the course are grouped to include the mechanistic, the geographical, the biological, the demographic, the sociologicistic, the psychological, and other schools.

Three periods per week for one semester.

Three semester hours credit.

Sc. 105—Social Pathology.

A broad analytical survey of society as affected by the fundamental irritants which profoundly affect modern social life. These adverse forces, viz., poverty, mental disease, juvenile delinquency and crime, are carefully considered as to their cause, extent, trend, intensity and mutual interaction.

Three periods per week for one semester.

Three semester hours credit.

Sc. 107—Criminology.

The causes, treatment and prevention of criminality. The nature of crime and the concept of causation in criminological literature analyzed. The more important theories of the etiology of crime critically discussed, including the views of the Classical, Positivist and modern schools of criminological thought. The basic approaches to the problem of crime causation critically reviewed, and the outstanding researches which exemplify these methods considered at length.

Three periods per week for one semester.

Three semester hours credit.

Sc. 108—Penology.

The legal machinery for the apprehension, trial, and punishment of criminals; the history and the philosophies of punishment will be presented. Penological, reformatory, and preventive programs and a survey of the various measures in operation for the moral, physical and social rehabilitation of offenders. Particular consideration to the instrumentalities of Probation, Indeterminate Sentence and Parole. Preventive measures and outstanding crime surveys analyzed. Prescribed readings and reports; visits will be made to courts and penal and correctional institutions.

Three periods per week for one semester.

Three semester hours credit.

Sc. 109-110—Social Change and Social Progress.

Theories of progress and interpretations of social dynamics, from the thirteenth century to the present; the factors and the implications of changes in all aspects of culture are analyzed, but the dynamics of economic, political, and familial institutions will be stressed. The theories of Machiavelli, Montesquieu. The Contract Theorists, the Utilitarians, De Maistre, Le Play, Spencer, Marx, Pareto, Sumner, Spengler, Ogburn, and Sorokin critically reviewed.

Three periods per week for two semesters.

Six semester hours credit.

Sc. 121—Social Problems.

This course deals with the nature, causes, social significance and social control of mental deficiency and mental disorders. The techniques of mental hygiene as interrelated with other public health activities are studied. The mental factors involved in problems related to poverty, dependency, unemployment, delinquency and criminality will be critically analyzed. The influence of the endocrine system on the physical and mental capacities of the individual will also be considered.

Three periods per week for one semester.

Three semester hours credit.

Sc. 123-124—Sociological Aspects of Public Health.

A critical analysis of the fundamental importance of health, both as an asset to the individual and as a factor in social welfare. The social significance of health and the nature of health problems are discussed. Consideration is given to social prophylaxis and therapeutics. The aspects of hygiene which aim at combating disease of social origin by means of palliative, curative and preventive measures are treated. The modern socio-health movements; constructive programs in public health work advanced by health organizations and agencies.

Three periods per week for two semesters.

Six semester hours credit.

Sc. 148—Social Welfare.

This course is a survey of the field of social welfare and an introduction to the profession of social work through study in some detail of the objectives and processes of case work, group work, community organization, social work administration, social planning and personnel. The programs of modern social work under governmental and voluntary auspices will be analyzed to evaluate their effectiveness in meeting social needs.

Three periods per week for one semester.

Three semester hours credit.

Sc. 161-162—Sociology of Political Institutions.

An analysis of social science in its political implications beginning with the Socratic influence and extending through the Christian era to the seventeenth century. Concepts are evaluated against the framework of the Christian state.

Three periods per week for two semesters.

Six semester hours credit.

X Sc. 171—Rural-Urban Sociology.

A survey of two great population masses in terms of their natures, chief characteristics, dynamics, mutual interaction and general formative influence upon individuals and groups. Agricultural problems are considered especially as they supply cultural and functional connections between rural and urban communities.

Three periods per week for one semester.

Three semester hours credit.

Sc. 174—Racial Minorities.

Course treats the problem of racial prejudice and racial minority groups. Treatment includes the origin of racial prejudice, its growth and its existence in present day society. Particular consideration is given the American Indian, the Orientals, and the Negro.

Three periods per week for one semester.

Three semester hours credit.

Sc. 176—Social Case Work.

Course is offered as an introduction to Social Case Work; its object is to acquaint and familiarize students with the profession. Special emphasis is placed on the history and development of Case Work, social work agencies, the interview, the case study, social group work and the opportunities as a professional case worker.

Three periods per week for one semester.

Three semester hours credit.

DEPARTMENT OF THEOLOGY

CHAIRMAN: Rev. William V. E. Casey, S.J.

Professors: Rev. Edward T. Douglas, S.J., Rev. Francis E. Low, S.J.,
Rev. James E. Risk, S.J.

Associate Professors: Rev. John E. Murphy, S.J., Rev. Russell M. Sullivan, S.J., Rev. Maurice A. Whelton, S.J.

Assistant Professors: Rev. Joseph L. Barrett, S.J., Rev. Jeremiah F. Coleman, S.J., Rev. John J. Murphy, S.J., Rev. Harold V. Stockman, S.J., Rev. Henry P. Wennerberg, S.J.

Instructors: Rev. Joseph J. Connor, S.J., Rev. Paul A. Curtin, S.J., Rev. James D. Loeffler, S.J., Rev. Thomas F. Lyons, S.J., Rev. Carl J. Thayer, S.J.

Visiting Lecturer: Dr. William J. Roche.

Th. 1—Divinity of Christ.

Revelation, natural and supernatural, is the first topic studied in this course; this is followed by an analysis of Miracles and Prophecies as the guarantees of Revelation. The Documents of Christian Revelation and their historic value are next examined. The authenticity, integrity and reliability of the four Gospels is then established. From these proofs are then drawn to establish the Divinity of Jesus Christ, the divine origin of His mission and His Doctrines and the Divine approval of the Christian Religion established by Him.

Two periods per week for one semester.

One semester hour credit.

Th. 2—The Church of Christ.

This course, assuming Theology 1, goes further to prove the Catholic Church as The Church established by Christ. The designation of the Apostolic College as an authentic and authoritative teaching and ruling body is first examined; this is followed by an analysis of the promise and conferring of the Primacy of Jurisdiction on St. Peter. The nature and character of Christ's Church, the marks which it was to have, are then studied as they appear from His declaration in the Gospels and from inferences drawn from these statements. These are then applied to the religious bodies of the world with a view to determining the Catholic Church as The Church established by Christ. Detailed study is then made of certain special questions such as Papal Infallibility, Papal Jurisdiction, the Bishops and Councils, the relations of Church and State.

Two periods per week for one semester.

One semester hour credit.

Th. 21—Existence and Essence of God.

This course begins with an examination of the idea of belief in God. The nature of Faith, natural and supernatural, is then examined, and the necessity and certainty of Faith are then pointed out. This part of the course concludes with a brief study of general ideas about Sacred Scripture and Tradition as fonts of Revelation.

The second part of this course examines the various arguments which are used to prove the existence of God. The nature and essence of God, are then studied, together with the Divine Attributes, and discussions are held on Pantheism and Atheism. The fundamental notions of the mystery of the Trinity of Persons in the one Divine Nature.

Two periods per week for one semester.

One semester hour credit.

Th. 22—God the Creator.

The first part of this course takes up the question of the creation of the world and its various component elements, together with certain related questions of modern interest. The second part of the course examines the state of Original Justice in which our first parents were established and their loss of this state and its privileges by Original Sin; the consequences of this sin are then studied, together with the related question of the Immaculate Conception of Mary, the Mother of God. The course concludes with a discussion of Eschatology: the General Judgment; Heaven; Hell; Purgatory.

Two periods per week for one semester.

One semester hour credit.

Th. 41—God the Redeemer.

This course makes an intimate study of the Mystery of the Redemption, beginning with a study of the Person of the Redeemer. The associated Mystery of the Incarnation of the Second Person of the Trinity is studied, and both mysteries are examined as far as revelation and human reason can go. The Hypostatic Union of the divine and human natures in the one divine person of Jesus Christ is studied, together with many questions involved in this, such as the divine and human wills of Christ, theandric actions, etc.

Two periods per week for one semester.

One semester hour credit.

Th. 42—God and Redemption.

This course continues the study of the Mystery of the Redemption begun in Theology 41, examining the nature of Redemption more in detail and discussing the question of the Merits of Christ. The second part of the course discusses the question of the worship of Christ; the devotion to Mary, the Mother of God, and an examination of her prerogatives; the devotion to the Saints. The third part of the course begins the treatment of the application of the Redemption by an examination of the nature and the necessity of Grace, and the definition and study of the different kinds of Grace: Sanctifying Grace, Actual Grace, Efficacious Grace.

Two periods per week for one semester.

One semester hour credit.

Th. 101—The Sacraments I.

This course continues the treatment of the application of the Redemption, begun in Theology 42. Attention here is devoted chiefly to the Sacraments as the means of Grace. The nature and efficacy of the Sacraments are explained in general, together with certain questions connected with these topics. Then the three Sacraments of Baptism, Confirmation and the Holy Eucharist are examined in detail. The Holy Eucharist is discussed as both Sacrament and Sacrifice and the nature of the Sacrifice of the Mass is explained.

Two periods per week for one semester.

One semester hour credit.

Th. 102—The Sacraments II.

This course completes the discussion of the Sacraments as means of Grace which is begun in Theology 101. The course begins with a treatment of the Sacrament of Penance, and the related question of Indulgences. Then the last three Sacraments are taken up in succession: Extreme Unction; Holy Orders; Matrimony.

Two periods per week for one semester.

One semester hour credit.

Th. 103-104—Saint Augustine.

A study of the life, times and thought of Saint Augustine and his influence on Western Culture in the fields of Theology, Philosophy and Literature.

Three periods per week for two semesters.

Six semester hours credit.

Scholarships

The establishment of scholarships is greatly to be desired, for in this way many young men of excellent promise are given the advantage of a collegiate education which they could not otherwise obtain. To all who have at heart the best interests of youth is earnestly recommended this opportunity of spreading the beneficial influences of Catholic education and of enabling worthy young men to equip themselves for the higher spheres of life and thus to aid effectively both Church and State. By means of the established scholarships the Trustees of Boston College are able to provide education for promising students who are unable to pay the regular tuition fees.

All scholarships are accepted with the understanding that the amount to be applied to the holder of the scholarship will be only the income from the principal.

The holder of a scholarship will be required to maintain a high rank in his class for proficiency, diligence and good conduct. An average of 75 per cent must be attained by all who hold scholarships.

The Scholarship Funds contributed are recorded in the following list. It is required that the holder of a scholarship make up the deficit, if any, between the available Annual Income and the Regular Tuition Fee of \$400.00.

THE BARTHOLOMEW J. AND HARRIET D. A'HEARN SCHOLARSHIP FUND (Income on \$28,603.37)

THE REVEREND TIMOTHY MAHONEY FUND

THE JEREMIAH J. FITZGERALD FUND

ST. MARY SCHOLARSHIPS

THE MARY KATHERINE KEITH SCHOLARSHIPS (Income on \$50,000.)

THE REVEREND THOMAS F. BRANNAN SCHOLARSHIPS.

(Income on \$40,000.)

Established for deserving Roman Catholic boys. In the awarding of these Scholarships, preference is to be shown to boys from St. Edward's Parish, Brockton, Mass.

THE ELIZABETH ANN AHERN SCHOLARSHIP (Income on \$4040.)

THE MARGARET V. AHERN SCHOLARSHIP (Income on \$4000.)

THE MARTHA MOORE AVERY SCHOLARSHIP (Income on \$4000.)
Appointment to be made by the Moderator of the Philomatheia Club.

THE EDWARD L. BAKER SCHOLARSHIP (Income on \$1500.)

THE REVEREND GARRETT BARRY SCHOLARSHIP (Income on \$2500.)

THE REVEREND HENRY BARRY SCHOLARSHIP (Income on \$1500.)

THE TIMOTHY BARRY SCHOLARSHIP (Income on \$1000.)

THE JOHN D. BERRAN SCHOLARSHIP (Income on \$3000.)

THE REVEREND WILLIAM P. BRETT, S.J., SCHOLARSHIP
(Income on \$2000.)

Founded by John A. Brett in favor of a deserving student who wishes to study for the priesthood.

THE MATTHIAS AND JOSEPHINE BROCK SCHOLARSHIP
(Income on \$2500.)

THE JAMES AND ELLEN JOSEPHINE BROPHY SCHOLARSHIP
(Income on \$3000.)

THE EDWARD J. BUTLER SCHOLARSHIP (Income on \$5000.)

THE REVEREND FRANCIS BUTLER SCHOLARSHIP (Income on \$1500.)
Founded in January, 1910, by St. Leo's Parish, Dorchester.

THE MARY BURKE BUTLER SCHOLARSHIP (Income on \$5000.)

THE MICHAEL CARNEY SCHOLARSHIP (Income on \$4000.)

THE WILLIAM J. CASEY SCHOLARSHIP (Income on \$5000.)

THE REVEREND FATHER CHARLIER, S.J., SCHOLARSHIP
(Income on \$1500.)

Founded by the Immaculate Conception Conference of St. Vincent de Paul Society.

THE CLASS OF 1916 SCHOLARSHIP (Income on \$4156.35.)

THE TIMOTHY W. COAKLEY SCHOLARSHIP (Income on \$2000.)

THE REVEREND THOMAS COGHLIN SCHOLARSHIP (Income on \$1500.)

THE RIGHT REVEREND ARTHUR T. CONNOLLY SCHOLARSHIP
(Income on \$4000.)

To be awarded by the Reverend Pastor of the Church of the Blessed Sacrament, Jamaica Plain, to a boy living in that Parish who has had at least three years' attendance at the Cheverus Parochial School.

THE CATHERINE MORONEY CONNOLLY SCHOLARSHIP

(Income on \$2000.)

THE REVEREND WILLIAM E. CONROY, D.D., SCHOLARSHIP

(Income on \$3500.)

THE JANE CRONIN SCHOLARSHIP (Income on \$568.66.)**THE JOHN F. CRONIN SCHOLARSHIP (Income on \$2000.)**

Founded by John F. Cronin of Boston, in favor of any deserving young man who is without means of securing an education. All examinations for the same shall be held after due notice is given in at least two newspapers. In the event of no one applying to compete for the scholarship there is reserved the right of selection by His Excellency, the Archbishop of Boston.

THE REVEREND NEIL A. CRONIN, Ph.D., SCHOLARSHIP

(Income on \$5000.)

Founded for a boy in St. Augustine's Parish, South Boston, inclined towards the priesthood.

THE MARY EMELDA CURLEY SCHOLARSHIP (Income on \$5000.)**THE DALY SCHOLARSHIP (Income on \$6000.)****THE DANA SCHOLARSHIP (Income on \$3000.)****THE DAY SCHOLARSHIPS (Income on \$4200.)****THE J. C. DECELLES SCHOLARSHIP (Income on \$1000.)****THE REV. JOHN A. DEGAN SCHOLARSHIP (Income on \$4000.)**

Applicable to a graduate of St. Mary's School, Beverley, Mass.

THE MARGARET M. DEVINE SCHOLARSHIP (Income on \$2000.)**THE HENRY DOHERTY SCHOLARSHIP (Income on \$1500.)****THE MARY AND SUSAN DOLAN SCHOLARSHIPS (Income on \$5000.)**

Founded by Reverend Michael Dolan of Newton. Two scholarships are for students from Our Lady's Parish, Newton, and one for a student from St. Peter's Parish, Lowell.

THE REVEREND MICHAEL DOLAN SCHOLARSHIPS (Income on \$4500.)

To be awarded to graduates of the Grammar or High School of the Parish of Our Lady at Newton. Appointment to be made by Pastor or Archbishop of Boston.

THE JOHN AND MARGARET DONOVAN SCHOLARSHIP

(Income on \$2000.)

To be appointed by the Pastor of St. Francis de Sales Parish, Charlestown, Mass.

THE ELLEN DRISCOLL SCHOLARSHIP (Income on \$1500.)

THE CLARA C. AND MARY E. DUNN SCHOLARSHIP (Income on \$5000.)

To be awarded annually by vote of the Trustees to some deserving young man whose scholarship record entitles him to consideration and who is without means of paying the annual tuition.

THE JAMES W. DUNPHY SCHOLARSHIP (Income on \$3500.)

To be awarded to a student who wishes to enter the Seminary.

THE REVEREND MICHAEL EARLS, S.J., SCHOLARSHIP

(Income on \$1500.)

THE ERIN COURT, M. C. O. F. SCHOLARSHIP (Income on \$2000.)

Founded to promote Catholic Higher Education. This scholarship is to be awarded by competition among the sons of Foresters and preference given to a son of a member of Erin Court.

THE CHARLES T. FISHER SCHOLARSHIP (Income on \$4000.)**THE JEREMIAH J. FITZGERALD SCHOLARSHIP** (Income on \$3000.)**THE BRIDGET FITZPATRICK SCHOLARSHIP** (Income on \$2000.)**THE ROSE FITZPATRICK SCHOLARSHIP** (Income on \$1500.)**THE REVEREND JAMES H. FLANNERY SCHOLARSHIP** (Income on \$766.)**THE REVEREND JOHN FLATLEY SCHOLARSHIP** (Income on \$1500.)**THE REVEREND MICHAEL F. FLATLEY SCHOLARSHIP**

(Income on \$1500.)

To be awarded to a deserving student of the parochial school of the Church of the Immaculate Conception, Malden.

THE REVEREND JOHN H. FLEMING SCHOLARSHIP (Income on \$5000.)

Preferably to a student of St. Mary's Parish, Dedham.

THE BRIDGET FLOOD SCHOLARSHIP (Income on \$1000.)**THE JOHN D. AND ELLEN FOLEY SCHOLARSHIP** (Income on \$3311.67.)**THE M. C. O. F. SCHOLARSHIP****THE JOHN MITCHEL GALVIN SCHOLARSHIP** (Income on \$4000.)**THE REVEREND THOMAS I. GASSON, S.J., SCHOLARSHIP**

(Income on \$2000.)

THE ELLEN T. GAVIN SCHOLARSHIP (Income on \$2000.)**THE ELIZABETH J. AND DANIEL J. GILLEN SCHOLARSHIP**

(Income on \$20,000.)

One scholarship for a student of St. Patrick's Parish, Roxbury. One scholarship for a student of St. Thomas Aquinas' Parish, Jamaica Plain. Preference is to be given to those desiring to enter the priesthood.

THE REV. MICHAEL M. GLEASON SCHOLARSHIP (Income on \$4000.)

THE JOHN J. GRIFFIN SCHOLARSHIP (Income on \$4000.)

To be awarded to a young man who will study for the priesthood.

THE ANNIE GRIMES SCHOLARSHIP (Income on \$1255.40.)

THE MARY GRIMES SCHOLARSHIP (Income on \$1500.)

THE CURTIS GUILD, JR., SCHOLARSHIP (Income on \$4000.)

The beneficiaries are to be young men who, irrespective of race, color or creed, are American citizens or have declared their intention of becoming American citizens.

THE JOHN HALLAHAN SCHOLARSHIP (Income on \$10,000.)

THE CATHERINE AND PATRICK HARTNETT SCHOLARSHIP

(Income on \$2423.64.)

To prepare worthy young men for the Holy Priesthood.

THE JAMES E. HAYES KNIGHTS OF COLUMBUS SCHOLARSHIP

(Income on \$1500.)

THE ELEANOR HEALY MEMORIAL SCHOLARSHIPS

(Income on \$10,312.93.)

To be awarded to students who will study for the priesthood.

THE REVEREND JEREMIAH HEALEY SCHOLARSHIPS (Income on \$3000.)

To be awarded to students who desire to prepare themselves for St. John's Seminary, Brighton.

THE REVEREND JOHN F. HEFFERNAN SCHOLARSHIP

(Income on \$5000.)

THE CORNELIUS AND MARY HERLIHY SCHOLARSHIP

(Income on \$5000.)

THE JOHN W. HODGE SCHOLARSHIP (Income on \$3,750.)

THE DR. JOHN A. HORGAN SCHOLARSHIP (Income on \$2000.)

Founded by the Misses Horgan in memory of their brother.

THE MATTHEW HORGAN SCHOLARSHIP (Income on \$2000.)

Founded by his children in affectionate memory of a devoted father and a faithful defender of religion.

THE JOHN W. HORNE SCHOLARSHIP (Income on \$1000.)

THE TIMOTHY A. HURLEY SCHOLARSHIP (Income on \$1200.)

THE ANNIE HUSSEY SCHOLARSHIP (Income on \$2000.)

THE MARY G. KEEFE SCHOLARSHIP (Income on \$1500.)

THE REV. GEORGE A. KEELAN, S.J., SCHOLARSHIP

(Income on \$2000.)

THE SARAH KELLEHER SCHOLARSHIP (Income on \$1500.)

THE MICHAEL J. KELLEY SCHOLARSHIP (Income on \$2000.)

THE KATHERINE KILROY SCHOLARSHIP (Income on \$2000.)

THE MARY KRAMER SCHOLARSHIP (Income on \$1500.)

THE REVEREND THOMAS B. LOWNEY SCHOLARSHIP (Income on \$3000.)

THE LOYOLA SCHOLARSHIPS (Income on \$5000.)

Founded by Reverend Thomas Scully.

THE LOYOLA GUILD SCHOLARSHIPS (Income on \$16,000.)

Reverend John Bapst, S.J. Reverend Robert Fulton, S.J.

Reverend E. V. Boursaud, S.J. Reverend Thomas I. Gasson, S.J.

Reverend Alphonse Charlier, S.J. Reverend John McElroy, S.J.

Reverend Edward I. Devitt, S.J. Brother Timothy Fealey, S.J.

THE EUGENE LYNCH SCHOLARSHIP (Income on \$4000.)

THE MARY A. MAGENNIS SCHOLARSHIP (Income on \$4000.)

THE MARY MALONEY SCHOLARSHIPS (Income on \$4000.)

THE SISTER MARITERÉSE SCHOLARSHIP (Income on \$1000.)

THE MARY AND FRANCIS SCHOLARSHIP (Income on \$1500.)

To be awarded to a student who will study for the Church.

THE HANNAH McCARTHY SCHOLARSHIP (Income on \$1500.)

THE REVEREND JOHN W. McCARTHY SCHOLARSHIP

(Income on \$2759.42.)

For a student from the Sacred Heart Parish, Fall River, Mass.

THE PATRICK F. McCARTHY SCHOLARSHIP (Income on \$1500.)

THE THOMAS R. McCoy SCHOLARSHIP (Income on \$5000.)

For a graduate of St. Ann's School, Somerville or St. Catherine's School, Charlestown, who intends to study for the priesthood.

THE HANNAH McDONOUGH SCHOLARSHIPS (Income on \$10,000.)

For student or students who is or are studying for the priesthood.

THE REV. JOHN E. McELROY, S.J., SCHOLARSHIPS (Income on \$2000.)

THE REVEREND THOMAS P. McGINN SCHOLARSHIP

(Income on \$4000.)

To be appointed by the Pastor of St. John's Church, Peabody, in conference with the Leo Guild

THE HENRY P. McGLINCHEY, S.J., SCHOLARSHIP (Income on \$6250.)

For a graduate of St. Mary's School, Lynn, Mass.

THE CATHERINE MCGRATH SCHOLARSHIP (Income on \$4000.)

For a member of St. Joseph's Parish, Somerville, Mass.

THE REVEREND PATRICK J. McHUGH, S.J., SCHOLARSHIPS

(Income on \$20,000.)

Preference given to veterans of World War II or sons of veterans of World War II.

THE CATHERINE AND SARAH McHUGO SCHOLARSHIP

(Income on \$2000.)

THE ANNA B. MCKENNA SCHOLARSHIP (Income on \$5000.)

THE REVEREND JOHN W. McMAHON AND ROSE A. McMAHON

SCHOLARSHIP (Income on \$4000.)

The holder of this scholarship is to be determined by the Reverend Pastor of St. Mary's Church, Charlestown, Mass., and his selection is to be limited to a young man who is a present or past member of said parish, preferably, a graduate of St. Mary's School. If the Reverend Pastor or the one designated by him does not exercise his right, the holder of said scholarship will be determined by the Reverend President of Boston College.

THE CATHERINE DONOVAN McMANUS SCHOLARSHIP

(Income on \$3276.)

To be awarded to a student from the parish of St. Francis de Sales, Charlestown, Mass.

THE RIGHT REVEREND MICHAEL T. McMANUS SCHOLARSHIP

(Income on \$3000.)

To be appointed by Sister Superior of St. Mary's Parochial School, Brookline.

THE REVEREND JAMES F. MELLYN, S.J., SCHOLARSHIP

(Income on \$4000.)

For a worthy student desirous of becoming a priest of the Society of Jesus.

THE REVEREND JOSEPH F. MOHAN SCHOLARSHIPS

(Income on \$13,829.51)

To be awarded to students from the Immaculate Conception parish, Everett, Mass.

THE SOPHIA MUNDY SCHOLARSHIP (Income on \$1500.)**THE WILLIAM MURPHY SCHOLARSHIP (Income on \$5000.)****THE MARY O'CONNELL AND THOMAS O'CONNELL MURRAY SCHOLARSHIP**
(Income on \$3,676.02)**THE REVEREND FATHER NOPPER, S.J., SCHOLARSHIP**

(Income on \$1500.)

Founded by the Holy Trinity Parish, Boston.

THE ELIZABETH O'CONNELL SCHOLARSHIP (Income on \$1000.)

Founded by Mrs. Elizabeth O'Connell. Appointment to this scholarship to be made by the O'Connell family.

THE FREDERICK P. O'CONNELL SCHOLARSHIP (Income on \$2000.)

Founded by Mrs. Elizabeth O'Connell. Appointment to this scholarship to be made by the O'Connell family.

THE JOHN AND MARY ELLEN O'CONNOR SCHOLARSHIP

(Income on \$2500.)

THE REVEREND MAURICE J. O'CONNOR, D. D. SCHOLARSHIP

(Income on \$7500.)

THE REV. MAURICE J. O'CONNOR SCHOLARSHIP (Income on \$5000.)

For a student of St. James' Parish, Arlington.

THE HENRY O'DONNELL SCHOLARSHIP (Income on \$2000.)**THE MARY J. O'DONNELL SCHOLARSHIP (Income on \$2000.)****THE JOHN O'HARE SCHOLARSHIP (Income on \$3000.)****THE CHARLES J. O'MALLEY FAMILY RESEARCH SCHOLARSHIPS**
(Income on \$42,725.)**THE DR. WILLIAM J. O'REILLY SCHOLARSHIP (Income on \$3579.)**

To be appointed by the Dean of Boston College.

THE ORR SCHOLARSHIPS (Income on \$3000.)**THE REVEREND DENNIS O'SULLIVAN, S.J., SCHOLARSHIP**

(Income on \$2000.)

Founded in memory of the late Reverend Dennis T. O'Sullivan, S.J.

THE HUMPHREY J. O'SULLIVAN SCHOLARSHIP (Income on \$3000.)

To be appointed by the Pastor of St. Patrick's Church, Lowell.

THE GRACE PARKMAN SCHOLARSHIP (Income on \$2000.)

THE MONSIGNOR GEORGE J. PATTERSON SCHOLARSHIP

(Income on \$5000.)

THE JOSEPH C. PELLETIER SCHOLARSHIP (Income on \$4000.)

THE JAMES J. PHELAN SCHOLARSHIP (Income on \$5000.)

THE PHILOMATHEIA SCHOLARSHIP (Income on \$21,000.)

THE JUNIOR PHILOMATHEIA SCHOLARSHIP (Income on \$10,000.)

THE MAURICE AND MARY E. POWER SCHOLARSHIP (Income on \$2000.)

THE REVEREND JAMES M. PRENDERGAST SCHOLARSHIP

(Income on \$4000.)

THE REVEREND JEREMIAH M. PRENDERGAST, S.J., SCHOLARSHIP

(Income on \$1500.)

THE THOMAS RILEY SCHOLARSHIP (Income on \$2000.)

Founded by Mrs. Margaret A. Riley, in affectionate memory of a devoted husband and a generous patron of letters.

THE REVEREND DANIEL C. RIORDAN SCHOLARSHIP (Income on \$5000.)

THE VINCENT P. ROBERTS SCHOLARSHIP (Income on \$6250.)

THE MARY J. ROBINSON FUND (Income on \$12,250.)

THE ROCKWELL SCHOLARSHIP (Income on \$1500.)

Founded in memory of the late Horace T. Rockwell.

THE VERA RYAN SCHOLARSHIP (Income on \$2500.)

Founded in memory of Miss Vera Ryan by her sisters, preferably for a student with a religious vocation.

THE ST. CATHERINE'S GUILD SCHOLARSHIP (Income on \$2000.)

THE BERNARD SCALLEY SCHOLARSHIP (Income on \$1500.)

THE REVEREND WILLIAM J. SCANLON, S.J., SCHOLARSHIP

(Income on \$2000.)

THE MARY ANN SCOTT SCHOLARSHIP (Income on \$2321.40.)

To be awarded to a student who wishes to study for the priesthood, preferably to one who desires to enter a Religious Order.

THE DENNIS J. SEXTON SCHOLARSHIP (Income on \$1000.)**THE REVEREND JOHN J. SHAW SCHOLARSHIP** (Income on \$1000.)**THE JOSEPH F. SINNOTT SCHOLARSHIP** (Income on \$1500.)**THE REVEREND JAMES F. STANTON SCHOLARSHIPS** (Income on \$4000.)**THE REVEREND DENNIS SULLIVAN SCHOLARSHIP** (Income on \$2562.)**THE ELLIE MULLEN SULLIVAN SCHOLARSHIP** (Income on \$2000.)**THE JOHN SULLIVAN SCHOLARSHIP** (Income on \$1500.)**THE MICHAEL H. SULLIVAN SCHOLARSHIP** (Income on \$2000.)**THE ELIZABETH C. SUPPLE SCHOLARSHIP** (Income on \$2000.)**THE REVEREND JAMES N. SUPPLE SCHOLARSHIP** (Income on \$1500.)

To be awarded to a worthy student from the Parish of St. Francis de Sales, Charlestown, who desires to study for the priesthood.

THE REVEREND MICHAEL J. SUPPLE SCHOLARSHIP (Income on \$1,500.)

To be awarded to a deserving student from the Parish of St. Francis de Sales, Charlestown.

THE RIGHT REVEREND MONSIGNOR JOSEPH V. TRACY SCHOLARSHIPS
(Income on \$12,000.)

To be awarded to the two most successful young men graduating from the St. Columbkille Parish High School.

THE CECILIA TULLY SCHOLARSHIPS (Income on \$4,000.)**THE MARGARET TULLY SCHOLARSHIP** (Income on \$2,000.)**THE LEMUEL P. VAUGHAN SCHOLARSHIP** (Income on \$2,000.)**THE MICHAEL A. WADE SCHOLARSHIP** (Income on \$800.)**THE CATHERINE R. H. WALLACE SCHOLARSHIP** (Income on \$2,000.)**THE ANNA WARD SCHOLARSHIPS** (Income on \$6,000.)**THE PATRICK J. WOODS SCHOLARSHIP** (Income on \$6,250.)

To be awarded to a student from Peabody.

THE REVEREND TIMOTHY J. WOODS SCHOLARSHIP (Income on \$6,250.)

College Organizations

Besides the traditional classroom matter and methods, there has always been from the beginning at Boston College, as at all Jesuit institutions, sedulous care paid to those other activities so important in the development of youth, which are only coming to be recognized today in so many other places under the name of "Extra-curricular activities." In the last analysis, all these activities are but a development of and a supplement to the courses of study in the regular curriculum, providing an opportunity for certain profitable academic exercises which cannot be conveniently attempted in ordinary class work. As such, they were outlined as long ago as 1599 in many places of the Jesuit "Ratio Studiorum," especially under the heading of "Academies." Activities of this nature have always been a notable feature of Jesuit education.

League of the Sacred Heart

The League of the Sacred Heart and the Apostleship of Prayer are devotions whose aim is to keep alive in the students the devotion to the Sacred Heart of Our Lord. The activities of the League center around the day which is especially dedicated to the Sacred Heart, the First Friday of every month. On this day the classes assemble in groups for devotions, consisting of a sermon on some topic connected with the Sacred Heart, the recitation of the Act of Reparation and Benediction of the Blessed Sacrament.

Moderator: REV. JOSEPH G. DOHERTY, S.J.

Sodality of the Immaculate Conception

The Sodality of the Immaculate Conception is the leading spiritual organization in every Jesuit College and is composed of those students who seek first the personal sanctification of their own lives and secondly active participation in the work of Catholic Action. All the activity of the organization is performed under the special patronage of the Mother of God and each sodalist adopts her as his patroness. Since the sodality was instituted in a Jesuit College for men, it formulates a program which will interest Catholic College men in a spiritual, intellectual and social aspect.

The activities are divided into an internal and external program. The internal program consists of regular weekly meetings. The members assemble in chapel for meditation and benediction. The external activities provide outside lectures and debates, settlement house work and guidance for the blind. The sodality by its program hopes to stir up in its members a greater interest in the doctrines of the Church and to bring its members to be real Christlike children of Mary.

Moderator: REV. JOSEPH G. DOHERTY, S.J.

Assistant: REV. PAUL A. CURTIN, S.J.

COLLEGE ORGANIZATIONS

The Canisius Academy

The Canisius Academy, a function of the Department of Theology, is named after Peter Canisius, a Jesuit writer, scholar, theologian, Confessor, Saint and Doctor of the Universal Church. Formed in 1947, its purpose is to deepen the theological background of interested and capable students so that they will realize more clearly the increasing necessity of thinking and acting with the Church in her mission of channeling the modern world to Christ. The Academy proposes to enrich the theological knowledge of its members so that they will be better prepared to take their rightful place as scholarly apostles in a world which, as Pope Pius XI pointed out, "is experiencing a crisis that is unique in history."

Moderator: REV. WILLIAM V. E. CASEY, S.J.

Honor Society

The Order of the Cross and Crown

Though the spirit of Boston College is preeminently democratic, the school does not fail to recognize degrees of perfection in student achievement. In every democracy there are the "aristoi" or "best men" who generously give of themselves and their talents for the guidance of their State and the sustenance of her spirit. So it is also in college life, democratic though it is, there are always "the best men" groups, and these are they whom Boston College forms into an honor society, "The Order of the Cross and Crown," an organization which is reserved to members of the Senior Class who have achieved distinction during their first three years, both in studies and extra-curricular activities. Any Senior who is an outstanding leader will have won for himself a place in The Order of the Cross and Crown and every Freshman will make such a place his ultimate ambition before he has spent even one month at Boston College. Admission is automatic and solely on achievement.

Moderator: REV. ALEXANDER G. DUNCAN, S.J.

Alpha Sigma Nu

A chapter of this national honor fraternity for students of Jesuit colleges and universities was established at Boston College in 1939. Candidates for membership, chosen during their Junior Year, must be outstanding in scholarship, loyalty and service to the College.

Moderator: REV. THOMAS F. FLEMING, S.J.

Aquinas Circle

The Aquinas Circle, an organization conducted for Juniors and Seniors only, affords its members opportunity to study and discuss general philosophical principles and apply these principles to social and political questions of the day.

Moderator: REV. LEO A. REILLY, S.J.

American Chemical Society Affiliates

Students who are majoring in Chemistry are eligible to apply for affiliation with the American Chemical Society, the national society of professional chemists. The Boston College Chapter of ACS Affiliates holds its meetings bi-monthly. This organization of chemistry students proposes to afford an opportunity to become better acquainted socially, to secure the intellectual stimulation that arises from professional association, to gain experience in preparing and presenting technical material before chemical audiences, to foster a professional spirit among the members and to instill a professional pride in Chemistry. The program of meetings is planned with these objectives in view.

A limited number of non-chemists will be admitted to membership in the chapter on the basis of their interest in the above objectives, even though they do not expect to follow the chemical profession.

Moderator: REV. ALBERT F. MCGUINN, S.J.

Chess Club

The purpose of the Chess Club is to afford the students an opportunity to enjoy the keen competition which this game provides. Regular teams compete in chess leagues and tournaments with other colleges. Instruction is provided for beginners and a ladder system is maintained.

Moderator: REV. JAMES W. RING, S.J.

The Classics Academy

The Classics Academy offers to students who are interested in the Classics the opportunity for further study in Latin and Greek Literature through reading and discussion of the literature and philosophy of the Golden Ages of Greece and Rome. The Academy has its own publication, *The Humanities*.

Moderator: REV. VINCENT DEP. O'BRIEN, S.J.

Fulton Debating Society

Since 1868 when Father Robert Fulton, S.J., organized the Senior Debating Society, debating has been a major activity at Boston College. In 1890, the Society took the name of its founder. Today the Fulton, with its yearly schedule of several intercollegiate debates, and weekly debates within the Society, develops the capacity of thinking clearly and quickly in the stress and strain of hostile contention, and it offers to Juniors and Seniors a splendid opportunity to prepare themselves for an active part in public life.

Moderator: REV. JAMES F. GEARY, S.J.

Marquette Debating Society

This Society, limited to the Freshmen and Sophomore classes, emphasizes the necessity of purity of diction and precision of logic in forensic eloquence. A weekly debate with open forum enables the student to put

the fundamental rules into practice and receive helpful criticism and correction. During the year competition is given the society through Intercollegiate debates.

Co-Moderators: MR. JOSEPH M. McCAFFERTY
MR. DONALD P. MURPHY

Dramatic Society

The Dramatic Society offers an opportunity to those who wish to improve presence, poise and voice. Three plays, one Shakespearean, one modern, preferably a Boston premiere, one Greek play, every three years in Greek, are presented. Radio and One-Act Play experience is frequent. Tryouts are held in September. Best professional opportunities lie in the fields of staging, lighting and design.

Moderator: REV. ROBERT J. McEWEN, S.J.
Producer: MR. FRANCIS W. SIDLAUSKAS

Economics Academy

The purpose of this academy is to afford its members the opportunity (1) to hear experts present their views on modern economic problems, (2) to participate in a free and full discussion of them, (3) to present topics for discussion under direction.

Moderator: DR. DONALD J. WHITE

Boston College Foreign Trade Club

The club is an organization of students of Economics who are interested in international trade, particularly practical problems of exporting and importing. Meetings are held weekly. The Boston College Foreign Trade Club maintains a direct affiliation with the New England Export Club which is composed of business men who are engaged in exporting and related activities. Twice a month business men from the New England Export Club come to the Boston College Student Chapter to present talks and lead discussions on foreign trade procedures and practices. In the other two meetings, subjects of interest are discussed by the members, socials are held, and movies are shown. Senior members who become proficient in foreign trade principles and procedures are awarded certificates of merit by the New England Export Club.

Moderator: MR. WILLIAM A. DYMSZA

The German Academy

The outstanding classics of German literature form the subject of the readings and discussions of the German Academy. This organization meets each week for this purpose. At each meeting a paper on some assigned topic is read.

Moderator: DR. PAUL A. BOULANGER

Musical Organizations

The purpose of the musical organizations at Boston College is to foster the talents of those students with some musical background, and to give an opportunity for public appearance for groups and soloists. All the musical organizations rehearse twice each week.

Glee Club and Concert Orchestra: The Glee Club and Concert Orchestra work as a unit known as the Boston College Musical Clubs. They assist at various college activities and during the winter and spring seasons perform for sponsors throughout the New England area. The development of vocal and instrumental soloists is encouraged. An octet, directed by a member of the student body, is available for short programs. A dance band composed of members of the Concert Orchestra plays for dances after the concerts.

Band: The purpose of the Band is to accompany the football team in its fall program. Until December first the Band is available for rallies, assemblies and other college programs.

Choir: The function of the Choir is to provide the music for all liturgical functions at Boston College. Gregorian chant and the best ecclesiastical music is stressed.

Moderator: REV. HENRY A. CALLAHAN, S.J.

Director: WALTER L. MAYO

Associate Members, American Institute of Physics

Students who are majoring in Physics and who have been accepted as associate members in the American Institute of Physics have their meeting bimonthly in the Boston College Chapter. The purpose is the advancement of the knowledge of physics and its application to human welfare. Placement service, information on the professional work required today, as well as encouragement and help in graduate work, is given by the National Society and the Chapter.

Moderator: REV. JOHN A. TOBIN, S.J.

Pre-Medical Club

The Pre-Medical Club has for its purpose a better understanding of various phases of medical education and medical practice, and the discussion of modern topics which concern both medicine and morality. It also serves as a common bond of union, through its social activities, for the Junior and Senior premedical students, who are prevented by a strenuous class and laboratory schedule from sharing many of the extracurricular activities of the College. In this organization the students find a means of greater co-operation with their professors and a more intelligent appreciation of their special advantages, as well as the development of deeper friendships among themselves.

Moderator: REV. MICHAEL P. WALSH, S.J.

Radio Club

The Radio Club was organized in 1919. Its purpose is to inculcate and develop in the students an intimate knowledge of the modern applications of radio telegraphy and telephony. The original equipment was a gift of His Eminence, the late William Cardinal O'Connell, D.D., Archbishop of Boston. With the march of progress in the science of radio many radical changes in the equipment have taken place. At the present time the station, operating under the official call letters W-IPR, is equipped with a one-hundred watt continuous wave transmitter, operating on the amateur harmonically related transmission bands. In addition an experimental 56 to 60 megacycle transmitter and receiver forms an auxiliary unit for telephonic and telegraphic operation in the quasi-optical portion of the spectrum. The main receiving equipment is of the most modern short-wave superheterodyne type that responds to all amateur and important commercial frequency bands. The signals from W-IPR have been heard the world over, and the receiving equipment is equally effective. The station is located in the Department of Physics. The elevation of the second floor of the Science Building, where the transmitter is situated is 220.7 feet above mean sea level, and its latitude is $42^{\circ} 20' 8.6''$, and its longitude is $71^{\circ} 10' 5.6''$.

Moderator: MR. JAMES McELANEY, S.J.

Ricci Mathematics Academy

The Ricci Mathematics Academy, named in honor of Father Ricci, S.J., a zealous missionary in China and renowned mathematician during the early years of the Society of Jesus, aims to impart a cultural background which will enable those interested to appreciate the significance of recent developments in Mathematics. It offers the student an opportunity to suggest his own problem and present it before the members at a regular meeting. The Academy is open to Sophomores and Freshmen. The policy followed is to have a member of the Mathematics faculty speak at every second meeting. Usually two student members read papers, one historical and the other mathematical, and these papers are published in the Academy's publication, Ricci Mathematical Journal.

Moderator: MR. JOSEPH E. KREBS

French Academy

The French Academy serves primarily to aid its members in exercising themselves in the conversational use of the French tongue, to encourage interest in French Literature and reading in the better French authors, to produce and present from time to time academic exercises in French, plays, debates, oratorical contests. Meetings are held twice a month, consisting of readings from French authors, literary analysis of texts, translation of excerpts, lectures, debates or dramatic productions, followed by an informal period of discussion, criticism and coaching.

Moderator: REV. WILFRID T. BOUVIER, S.J.

Portuguese Academy

The Portuguese Academy meets once a week in order to give students the opportunity of learning some of the rudiments of Portuguese. Students possessing a Spanish or French background may easily become acquainted with another Romance language.

Moderator: REV. GEORGE F. SMITH, S.J.

Spanish Academy

The Spanish Academy meets twice a month after the afternoon classes. This club is designed to supplement the regular class work by furnishing the student an opportunity to increase his knowledge and enhance his appreciation of the Spanish language and literature. The programs are arranged to include informal discussions on current happenings, study and presentation of dramas and debates. Discourses on Spanish history and literature will be given by invited lecturers.

Moderator: DR. ERNEST A. SICILIANO

Assistant: MR. EMILIO AGUILA

The Student Council

The Student Council was formed in 1948 to serve as a channel through which the combined student body might formulate its views on student problems and as an instrument to perform designated activities on behalf of the student body. It serves as the local unit of the National Student Association and the National Federation of Catholic College Students.

Moderator: REV. JAMES L. BURKE, S.J.

World Relations League

In the fall of 1945, the World Relations League was founded as a successor to the informal unit of the Student Peace Federation which had been in existence at the college since October, 1939. The newly organized League meets bi-monthly to discuss current problems dealing with international affairs, and to formulate definite positions concerning them. The League will also represent the college in meetings with collegiate organizations concerned with public issues of an international character.

Moderator: REV. JAMES L. BURKE, S.J.

Writers' Workshop

The goal of the Writers' Workshop is to stimulate and encourage the growth of Catholic writers. The Workshop provides a place for young writers to meet and help one another, a place where they can find for their work a receptive audience and objective criticism. It also affords a training which will enable the interested and persevering student to achieve recognition both in campus and professional publications. Meetings are held weekly.

Moderator: MR. WESTON M. JENKS

Intramural Athletics

The program of Intramural Athletics, conducted by a staff of experienced directors, serves in the development of the student by providing opportunities to engage in basketball, touch football, tennis, volley ball, softball, boxing and track.

Moderator: REV. JAMES W. RING, S.J.

Director: MR. MALCOLM McLOUD

Assistants: MR. THOMAS F. BRENNAN

MR. WILFRED DeROSA

Student Publications**THE BOSTON COLLEGE STYLUS**

THE BOSTON COLLEGE STYLUS is published monthly from November to May by the students of the College of Arts and Sciences. Its aim is to cultivate and maintain literary excellence among the students by stimulating interest in writing for publication.

Directors: REV. WILLIAM J. LEONARD, S.J.
MR. WESTON JENKS

THE BOSTON COLLEGE HEIGHTS

THE BOSTON COLLEGE HEIGHTS, founded in 1919, is the official news organ of the College. It is a weekly newspaper written and published by the students for the purpose of publicizing the activities of the school. It also serves as a bond between the undergraduate body and the alumni.

Directors: REV. JOHN A. O'CALLAGHAN, S.J.
MR. BERNARD P. FARRAGHER
MR. FREDERICK T. BRYAN

THE SUB TURRI

THE SUB TURRI is the annual publication of the Seniors of the College of Arts and Sciences. It is a pictorial chronicle of the activities of the class during the four years of its undergraduate life.

Directors: REV. EDWARD H. FINNEGAN, S.J.
MR. JOHN NORTON
MR. CLARENCE LONG

THE CLASSICAL BULLETIN

THE HUMANITIES, an undergraduate publication, is devoted to the study of the Ancient Civilization of Greece and Rome. It is a quarterly.

Director: REV. OSWALD A. REINHALTER, S.J.

RICCI MATHEMATICAL JOURNAL

THE RICCI MATHEMATICAL JOURNAL is the official organ of the Mathematics Academy. It is published four times a year. Most of the copy is submitted by the undergraduates.

Director: MR. JOSEPH F. KREBS

Ad Majorem Dei Gloriam

THE SEVENTY-THIRD
COMMENCEMENT

of

BOSTON COLLEGE

Wednesday, June Eighth

MCMIL

At Four o'Clock in the Afternoon

COMMENCEMENT EXERCISES

I. ORDER OF PROCESSION

THE CHIEF MARSHAL
MARSHALS OF THE GRADUATING CLASS

College of Arts and Sciences

Graduate School

School of Law

School of Social Work

College of Arts and Sciences Intown

College of Business Administration

School of Nursing

FACULTY MARSHALS

The Faculty of the School of Nursing

The Faculty of the College of Business Administration

The Faculty of the College of Arts and Sciences Intown

The Faculty of the School of Social Work

The Faculty of the Law School

The Faculty of the Graduate School

The Faculty of the College of Arts and Sciences

MARSHAL OF GUESTS AND ALUMNI

Members of the Boston College Alumni

The Guests of the College

The Deans of the Several Faculties

The Dean of the School of Nursing and Sister Mary Olivia Gowan, O.S.B.

The Dean of the College of Business Administration

and Roger Lowell Putnam

The Dean of the College of Arts and Sciences Intown

and Samuel Williston

The Dean of the School of Social Work and Jesus Maria Sanroma

The Dean of the School of Law and Stanley Elroy Qua

The Dean of the Graduate School and Maurice Joseph Tobin

The Dean of the College and Jeremiah Leo O'Sullivan

The President of the College and

His Excellency Archbishop Richard James Cushing

II. THE READING OF THE DEGREE BY THE DEAN OF THE COLLEGE

REVEREND ERNEST B. FOLEY, S.J.

III. THE HONORARY DEGREES ARE CONFERRED BY THE PRESIDENT OF THE COLLEGE

VERY REVEREND WILLIAM L. KELEHER, S.J.

IV. THE DEANS OF THE SEVERAL FACULTIES PRESENT CANDIDATES FOR DEGREES IN COURSE:

In Arts and Sciences, DEAN ERNEST B. FOLEY, S.J.

In Graduate School of Arts and Sciences and of Education, DEAN GEORGE A. O'DONNELL, S.J.

In School of Law, DEAN WILLIAM J. KENEALY, S.J.

In School of Social Work, DEAN DOROTHY L. BOOK, A.B.

In College of Arts and Sciences Intown, DEAN JOHN W. RYAN, S.J.

In College of Business Administration, DEAN JAMES D. SULLIVAN, S.J.

In School of Nursing, DEAN RITA M. KELLEHER

V. THE PRESIDENT OF THE COLLEGE CONFERS DEGREES IN COURSE.

VI. ADDRESS TO THE GRADUATES BY

DEAN JEREMIAH LEO O'SULLIVAN

VII. CLOSING BLESSING

HIS EXCELLENCY, ARCHBISHOP RICHARD JAMES CUSHING

HONORARY DEGREES

Doctor of Letters

Jeremiah Leo O'Sullivan

Doctor of Laws

Maurice Joseph Tobin

Stanley Elroy Qua

Samuel Williston

Roger Lowell Putnam

Sister Mary Olivia Gowan, O.S.B.

Doctor of Music

Jesu Maria Sanroma

COLLEGE OF ARTS AND SCIENCES

*Degrees in Courses**Bachelor of Arts with Honors*

John Edward Doherty, cum laude	Thomas Guy Jackson, cum laude
John Joseph Dougherty, cum laude	Emmanuel Paul Kelly, cum laude
John James Gearin, cum laude	Daniel Francis Leary, magna cum laude
Stanley Leo Gould, cum laude	John Dinan Nicholson, cum laude
Philip Carroll Hatton	Charles Albert Regan, cum laude
John Joseph Hogan, Jr.	Philip Thomas White, cum laude

Bachelor of Arts

Benjamin Dixon Ambrose, Jr.	Charles Robert Eagan
Philip Leo Anderson, Jr.	John Francis Ellsworth
Arthur George Ashook	John Paul Fitzgibbon, cum laude
James Joseph Barrett	Gerald McKeon Galligan
Henry Gabriel Barry	Christopher Thomas Garrahan, Jr.
James Edward Boyce	Joseph Richard Germaine
John Joseph Brennan, Jr.	Arthur George Goldman, magna cum laude
Walter Joseph Brickett	Raymond Henry Gorman, Jr.
Joseph Anthony Brosnan	John Martin Griffin
Francis Joseph Brown	Gerard Philip Hagerty
Roland Michael Buckley	Francis Thomas Hannon
William Charles Burckhart	James John Harkins, cum laude
Edward Francis Burgess	James Joseph Harrington
Wallace James Burgess, magna cum laude	Joseph Francis Harrington, cum laude
Joseph Louis Burke, cum laude	William Joseph Hart
William Joseph Burke	Arthur Stephen Healey
John Joseph Cahill	William Francis Hennessey, cum laude
Joseph Richard Cautela	George Arthur Hillman, Jr.
Ernest Joseph Ciampa	David Joseph Hines, cum laude
Thomas Francis Curley	Joseph Martocci Dagnese, cum laude
William Henry Curtis, Jr., cum laude	Michael Ambrose Hirrel
John Francis Delaney	William Edward Hogan, cum laude
Francis Michael Devine	John Joseph Holland
Leroy Joseph Doane, Jr.	John Michael Hughes
Herbert Augustus Doerfler, Jr.	Eugene Patrick Joyce
Edward Joseph Doherty	William George Kearns
Daniel Joseph Donovan	Robert Edward Kelleher, magna cum laude
Daniel Joseph Dorman, cum laude	Ralph William Kelley
Robert Jaines Dray, cum laude	Donald Richard Kelly
John David Drinan	Francis James Kelly
Kenneth Martin Durkee, cum laude	Philip Eugene Kendrick, Jr.

Edward Joseph Kenny	Vincent Charles Nuccio
Edward Joseph Kiley	John Francis O'Connell
Charles Joseph Kreinsen	Thomas Francis O'Connor, Jr.,
Francis Paul Laverty, Jr.,	cum laude
magna cum laude	Thomas Henry O'Connor, cum laude
Maurice Vincent Linehan	Richard John O'Day
Michael Francis Lynch, cum laude	James Edward O'Neil, cum laude
Edward Gilmore Lyons	Edward Leo O'Neill, cum laude
Florence Thomas McCarthy	David Francis Payton
John Joseph McCarthy	Thomas O'Neil Power, cum laude
Theodore Clifford McCarthy	Joseph Ignatius Quinn
Paul Thomas McCarty	David Henry Reardon
Charles Joseph McCoy	Joseph Earl Richards
James William McGinn	Joseph Patrick Ritchie
John Joseph McGourty	Thomas Joseph Roche
Charles Joseph McKenna	Thomas Edward Ryan, Jr.
James Anthony McLaughlin	John Henry Shea
John Patrick McMahon	Joseph Philip Smyth, cum laude
Neil Frederick MacLellan, Jr.	Walter Leo Spillane
Robert Joseph Maloney	John Francis Stokes
Peter Anthony Mangraviti	Raymond Henry Sullivan
John Patrick Martin, cum laude	William James Sullivan
Paul Norman Martin	John Joseph Waite
John Kenneth Meany	Francis Thomas Walsh
Joseph Louis Medina, cum laude	Thomas Francis Walsh, cum laude
Ira Eliot Mogul	Richard Paul Wasnewski
John Thomas Moore, magna cum laude	Joseph Edward Welch
Paul Michael Moulton, cum laude	James Arthur Whelton, magna cum laude
Robert Thomas Murphy,	Robert Gary Woolf
magna cum laude	Edmund Francis Wright
John Robert Murray	John Ralph Yurewicz, cum laude
William Francis Murray, Jr.	

Bachelor of Science

Gerald Richard Amanti	Earle Thomas Boudreau
Gerald David Aronson, cum laude	John Xavier Bowes
James Edward Arsnow	Francis John Bowman, cum laude
Larry Azar, cum laude	Oliver Hunt Bowman, Jr.
Paul Francis Banks	John Joseph Bradley
John Joseph Barry, Jr.	Robert Haskins Bradley
Paul Stephen Barry, Jr.	Francis Xavier Brawley
Richard Joseph Barry	Thomas Francis Brennan
Philip Leo Baxter	John Joseph Brosnahan
Robert Royal Beauchemin	Joseph Augustine Browne
Leo William Bieler, Jr., cum laude	Donald Eustace Brunelli
John Carney Birmingham, Jr.	James Patrick Buckley

Charles Frederick Burke	William Donald Devitt
John Joseph Burke	Richard Paul Devlin,
Joseph Paul Burke	magna cum laude
Robert David Burns	Frederick Carl Diemer
Nicholas Santo Butera	Francis John Dolan
William Howard Butler	Cornelius John Donovan
William Edward George Byrne	Kenneth Bernard Donovan
James Francis Cahill	Paul Jacques Dorr
Gerald Thomas Cameron, cum laude	Philip Edward Doyle
Francis Patrick Canty	John Francis Driscoll, cum laude
John Joseph Carney	John Thomas Driscoll
Raymond Harold Carr, Jr.	John Fitzgerald Duff
John Charles Carrabino	Walter Anthony Dullea
Richard James Casey	Edward Francis Dwyer
Albert John Cass, Jr.	Charles Henry Early, Jr.
Francis Xavier Cavanaugh, Jr., cum laude	Harry Leo Echteler, cum laude
Joseph Biggi Chiccarelli, cum laude	John Grimes Emmons
Earle Justin Childs	William Albert English
Arthur George Ciampa	James Jerome Enright
Harold Robert Claus	Francis Gerard Falvey
John Francis Coady	Francis Joseph Farrell
Paul Joseph Coakley, cum laude	William Patrick Farrell, Jr., cum laude
John Joseph Coffey	George William Ferris, Jr.
William Edward Cohan	Bernard Leo Fitzgerald
Paul John Colleran, cum laude	Edward Richard Fitzgerald
Frank Charles Colletta	James William Fitzgerald
James Francis Collins	Joseph James Fitzgerald, cum laude
Joseph Augustine Collins	Joseph William Fitzgibbon
Robert Paul Collins	William Henry Flaherty, Jr.
Thomas Daniel Conley	Arthur Gabriel Flood
Thomas Kenneth Connolly	Frank Daniel Foley
Thomas James Connors	Everett Joseph Ford, Jr.
John Brendan Conway	John Vincent Forkin
John Joseph Cormack, Jr.	George Joachim Fournier
James Holland Cotter	Stanley Warren Fox, magna cum laude
Francis Pierce Coughlan	Joseph Henry Frates, Jr., magna cum laude
Robert George Curran	Charles Sheldon Freedman
Sahag Robert Dakesian	John Joseph Furey
Richard Cotter Dalton	David Gaber
Francis Martin Daly, cum laude	James Joseph Gallagher, cum laude
William James Dawson	Lester Edward Gallagher
John Edward Delaney, magna cum laude	Vincent John Gallant
William Anthony Delaney	James Leo Galvin, Jr.
Wilfred DeRosa	George Michael Garrity
Michael Anthony DeSesa, cum laude	

- Joseph Aime Gauvin
 Francis Robert Gaw
 Thomas Francis Gearin
 John James Geary
 William Reed Gillespie
 Joseph Peter Gillis
 Augustine Joseph Gilmour
 Francis Raymond Gleason
 John Patrick Gleeson
 Irving Arnold Goldberg, cum laude
 Edward John Grant
 Joseph Peter Greene
 Sidney Green, cum laude
 Lawrence Joseph Griffin
 John Joseph Grimes, cum laude
 Gaetano Guarnaccia
 Arthur Francis Haley
 John Francis Hannon, cum laude
 Charles Leslie Hansen
 Albert Francis Hanwell
 William Daniel Haskins
 Daniel Joseph Hayes
 Stephen Theodore Helstowski
 Patrick Joseph Hennelly, Jr.
 Francis Bernard Hennessey, cum laude
 James Joseph Heslin, cum laude
 John Joseph Hickey
 William Thomas Hogan, Jr.
 John Arthur Holt
 Joseph Godwin Hopkins
 Manuel Ingall, magna cum laude
 Vincent Anthony Isaacs, cum laude
 William Patrick Johnston
 Leo John Joy
 Paul Patrick Kane
 Charles Howard Karas
 Edward Anthony Kaunelis
 Arthur James Kavanagh
 James Sheridan Keefe
 Paul Goggin Kelleher, magna cum laude
 John Joseph Kelley
 Leo Michael Kelly
 George Kokiko, Jr.
 John Berchmans Kremp, Jr., cum laude
- Armand Chester Lalli
 Pierre de Rome Lambert, cum laude
 Leo Augustine Landers, magna cum laude
 Bernard Nelson Lanoue
 Paul Andre Larivee
 Francis Joseph LaRussa, cum laude
 Thomas Brendan Lavin
 Ronald Edwin Leary
 Thomas Henry Leary
 Patrick Joseph Leonard, Jr.
 Philip Anthony Lerro, magna cum laude
 Arthur King Lewis, Jr.
 James Zelman Lipshires
 Edward Desmond Little
 Joseph Patrick Loughnane
 Donald John McA'Nulty, cum laude
 John Andrew McCarthy
 William Joseph McCarthy
 James Harold McCue
 Paul Donald McDermott
 Francis Xavier McDonald
 James Gerard McEttrick
 Leo Paul McGillicuddy
 Paul Andrew McGowan
 William Bernard McKeon
 Robert Joseph McLoud
 John Joseph McQuillan
 Walter James Madden
 David Joseph Mahoney
 Daniel Francis Maloney
 Joseph George Maltais
 Robert Lawrence Marble
 Edward James Marshall
 Leo Pierre Medinger
 Paul David Melville
 Stephen Peter Michalowski
 Richard James Millard
 Richard Robert Minichiello
 Paul Edward Mitchell
 Gino Anthony Molino
 James Michael Morris, cum laude
 William Paul Morrissey, cum laude
 Thomas William Mullaney
 William Albert Murdoch

- Edward Bernard Murphy
 Francis Stephen Murphy
 Robert Francis Murphy
 Thomas Joseph Murphy
 William Joseph Murphy,
 magna cum laude
 John Joseph Murray, Jr.
 John Francis Myron
 Robert Constantine Najjar,
 magna cum laude
 Thomas Matthew Nary
 John Michael Neary
 John Francis Noonan
 Edward Francis O'Brien
 James Paul O'Brien
 John Joseph O'Connor
 Joseph Michael O'Donnell
 Alfred Joseph O'Hare
 Robert Rice O'Keefe
 Millard Gregory Owen
 Edward Anthony Palaima
 James Papadonis
 Robert Anthony Pasakarnis
 Robert Alphonse Patenaude
 Eugene Francis Peyton
 Herbert John Phillips
 John Leo Power, cum laude
 Donn Joachim Prendergast
 John Terrence Prince
 Arthur Paul Quinn
 Robert Edmund Quirk
 Philip Joseph Reiniger
 Roland Paul Richardson
 Francis Xavier Riley
 Richard Meade Riley
 William Frederick Ring
 Francis Bailey Roche
 John James Roderick
 Peter Francis Rogerson, cum laude
 Robert Vincent Rooney
 John Michael Russell
 Lawrence Edward Russell
 Edward Joseph Ryan
 Donald Leo St. Andre
 Arthur Cyril Sandler, cum laude
 Marcello Ralph Sanesi
- Henry Robert Santosuosso
 Nicholas Vincent Scali
 Charles Anthony Schilpp
 Alexander Joseph Scholtes
 Robert Conway Schoenfeld,
 cum laude
 Thomas Francis Sexton
 Robert Louis Sheehan
 Murray Joel Sher, cum laude
 Herbert Louis Shucher
 Albert Francis Smith, Jr.
 John Joseph Smith
 Theodore Harry Stavro
 Milton Stern
 Anthony Arthur Struzziero
 John Anthony Sullivan
 John Joseph Sullivan
 Louis Edward Sullivan
 Robert James Sullivan
 Paul Joseph Supple, cum laude
 William Raymond Supple, Jr.,
 cum laude
 Vincent Hilary Sweeney
 Edward Joseph Tedesco
 William Henry Tobin, Jr.
 Michael Francis Toohig, cum laude
 Joseph Edward Travers, Jr.
 Salvatore Anthony Truscello
 John Alfred Tyrell
 H. Leonard Valway
 Joseph Thomas Vanderslice,
 magna cum laude
 Louis Joseph Visco
 Vincent Clifford Vorel
 Bernard Francis Walsh
 John Joseph Walsh, magna cum laude
 Joseph Patrick Walsh
 Henry David Warren, Jr.
 Leo Patrick Waters
 Elias William Weir
 Robert Paul Weir
 John Augustus Welchlin
 Frederick Thomas Willett
 Henry Bernard Wojnar
 Joseph Gerard Wyllie
 Edward Gregory Zapski, cum laude
- George Salem Zion (posthumously)

DEGREES AWARDED SINCE JUNE 8, 1948

Bachelor of Arts with Honors

James Edward Sullivan, magna cum laude

Bachelor of Arts

John James Downing, cum laude
Camille Albert Gaulin
Jerome Michael Leonard

William James McCool
John Stanton O'Donnell
Robert Francis Regan

Bachelor of Science

Charles Edward Coner
Frederick William Doyle
John Thomas Gorman, Jr.
Gene Patrick Grillo
Herbert Joseph Hatem, cum laude
Gerald Patrick Kelleher
Joseph John Kendrick, Jr.
Paul Edward Lane
Raymond Daniel Lynch
Robert William Lynch

Walter Ernest McNally, Jr.
Frederick Edward Maguire, Jr.
Walter Joseph Mordarski
Leo Henry Nugent
Joseph Camille Paruti
Joseph Leo Potter, cum laude
Francis Gerald Publicover
Richard Lee Spellman
Howard Hunter Spence

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Marshal of Graduating Class

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Francis X. Cavanaugh, Jr.

Leo A. Landers

Daniel F. Leary

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John F. Norton, M.A.

Augustine L. Keefe, M.A.

Marshal of Guests and Alumni

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Reception Committee

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William P. Driscoll

Ernest Stautner

James A. Scollin

General Excellence

The gold medal for general excellence in all branches studied during the entire four years in the College of Arts and Sciences was awarded to Daniel Francis Leary.

The William Cardinal O'Connell Religion Medal

A gold medal known as the William Cardinal O'Connell Medal, the gift of His Eminence, the late William Cardinal O'Connell, awarded at the annual commencement to the student who attained the highest average in all courses of Religion studied during four years in the College of Arts and Sciences was awarded ex aequo to Daniel Francis Leary and Charles Albert Regan.

The Francis J. Brick Award

The Francis J. Brick Award, the gift of Mrs. Francis J. Brick in memory of her husband, an alumnus of the class of 1896, is a gold medal which is awarded to a member of each graduating class in the College of Arts and Sciences who has been outstanding in character, loyalty, leadership and scholarship during his four years at Boston College. The winner of this medal will have his name engraved on a cup which is kept in the office of the President of the College: awarded to James Arthur Whelton.

The Reverend Joseph M. Fitzgibbons Award

The Reverend Joseph M. Fitzgibbons Award, the gift of Reverend Joseph M. Fitzgibbons, Pastor of St. Jerome's Church, Arlington, Massachusetts, given to the student who in the judgment of the Faculty has profited most by his stay at Boston College, was awarded to William Joseph McCarthy.

The Fulton Gold Medal

The Fulton Gold Medal, the annual gift of Mrs. Vincent P. Roberts, in memory of her father, given annually to the outstanding debater in the Fulton Prize Debate, was awarded to Emmanuel Paul Kelly.

The Harrigan Award

The Harrigan Award, the income on fifteen hundred dollars, founded by the will of the late Reverend John H. Harrigan, of the class of 1889, given annually to the winner of the Harrigan Oratorical Contest, was awarded to Edward Richard Sheehan.

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Nebraska	The Creighton University, Omaha
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New York	Canisius College, Buffalo Fordham University, New York City Le Moyne College, Syracuse
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